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TEACHER GUIDE FOR ENGLISH SPEAKING.

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HOME EDUC. LIVELIHOOD PROGRAM, ALBUQUERQUE, N.MEX.

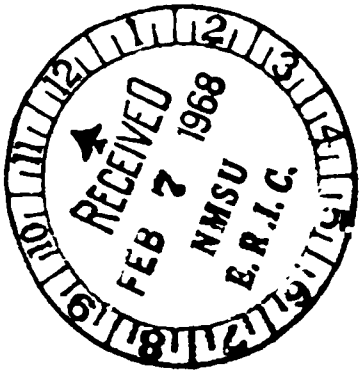
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ENGLISH SPEAKING, LEVEL I, IS INTENDED TO BE USED AS A TEACHING GUIDE FOR NON-ENGLISH SPEAKING ADULTS OR TO INTRODUCE THE TEACHING OF ENGLISH AS A SECOND LANGUAGE. THE OBJECTIVES ARE TO TEACH STUDENTS BEGINNING ORAL FACILITY AND TO TEACH THEM TO READ AND WRITE WORDS IN UNDERSTANDABLE SENTENCE PATTERNS. THE SOUNDS OF ENGLISH ARE TAUGHT WITHIN THE CONTEXT OF CONVERSATION AND STRUCTURE. INSTRUCTION IS PLANNED AS A CORRELATED UNIT IN LISTENING, SPEAKING, READINGS, AND WRITING. FOUR BASIC TYPES OF SENTENCES ARE TAUGHT--POSITIVE STATEMENTS, NEGATIVE STATEMENTS, IMPERATIVE STATEMENTS, AND QUESTIONS. THE STUDENT WORKBOOK CONSISTS OF 150 WORDS ASSOCIATED WITH PICTURES. EMPHASIS IS PLACED ON THE FOLLOWING TYPE DRILLS--REPETITION, COMPLETION, CHAIN, WORD RECOGNITION, WRITING, READING, PRONUNCIATION, INTONATION, AND PLURAL FORMATION. INCLUDED ARE 1000 MOST-USED WORDS, WORDS WHICH HAVE TROUBLESOME SOUNDS FOR SPANISH SPEAKING ADULTS, WORDS OF MINIMAL PAIRS, DIAGRAMS FOR INTONATION OF PRONUNCIATION, AND SAMPLE LESSON PLANS. (JH)

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Teacher Guide

English Speaking



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Home Education Livelihood Program
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ENGLISH SPEAKING

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I N T R O D U C T I O N

ENGLISH SPEAKING is a cooperative effort of the staff of the Home Education Livelihood Program. ENGLISH SPEAKING is written solely for the introduction of oral and writing skills to students in Group I participating in adult basic education classes.

This manuscript and the Teacher's Guide was prepared and written by W. J. LeRoy of the HELP staff. Contributions and editorial services to the book have been provided by Mr. C. R. Dement, Mrs. J. Dinsmore, and Miss E. M. Henderson also of the HELP staff. Sketches for this book were made by Mrs. Harold Snider of Albuquerque, New Mexico.

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A SOCORRO PUBLICATION

TEACHER GUIDE
FOR
ENGLISH SPEAKING
(Revised)

Prepared by Mrs. Cyrena B. Dinsmore of the HELP staff.

TEACHER GUIDE FOR ENGLISH SPEAKING

This Teacher Guide is designed for your use in teaching ENGLISH SPEAKING. It is not intended to serve as a rigid outline for instructional purposes, but rather as a framework for organizing class work. The teacher should use his imagination and ingenuity to help the students learn and understand the type of material that is presented in the text.

Before introducing ENGLISH SPEAKING, it is suggested that at the first day's class meeting, each student should begin to learn how to print and write his name. Use a card form to enroll each student in the class. This will give you some evaluation of his skills. If he can fill out the card, you will know that he can read directions, and you can observe his skill in printing or writing. If he cannot fill out the card, you will have an opportunity to get acquainted with him as you ask the questions and fill out the card for him. If a student cannot write his name, write it for him so that he can use it to copy. Being able to sign his name is the first writing skill the student should master. (Zaner-Bloser sheets are available for use in teaching manuscript and cursive writing.) You can get the first class meeting off to a good start by getting to know your students and by helping them get to know each other. A sample lesson plan for the first class meeting is included in this guide.

ENGLISH SPEAKING is to be used at HELP Level I as an introduction to English as a second language. (A description of Level I, its objective, content, methods, and materials, is attached.) You will need an overhead projector and a set of the transparencies that correspond to the text. Primarily, ENGLISH SPEAKING is designed to teach the student who speaks no English a beginning oral facility. In using ENGLISH SPEAKING, the sounds of English are to be taught within the context of conversation and structure. Secondly, ENGLISH SPEAKING is to teach the student to read and write the words and sentences that he can speak and understand. Speech precedes reading and writing, and a student is never to be asked to read or write anything that he cannot first understand and say.

When beginning writing instruction, do not teach the ABC's. At first, teach your students the things they will be able to use right away--their names, the names in the family, their addresses, the names of objects in the classroom, names of their books. After this, let them memorize the alphabet and learn to print and write it, both upper and lower case.

Each day's instruction is to be planned as a correlated unit. Practice in listening, speaking, reading, and writing should be included each day. Each skill practiced will reinforce the others.

With reading and writing, the students are to be taught the use of the period, the question mark, and the apostrophe, and that sentences begin with a capital letter.

ENGLISH SPEAKING teaches a limited vocabulary of approximately 150 words and three basic sentence patterns. There are about 150 "content" words (concrete nouns) symbolizing things that can be pictured, like apple, box, tree. Both the singular and plural forms of these content words are given. Your students will want to master vocabulary and sentence patterns that they can use in natural everyday situations. Therefore, if there are other nouns that your students need to learn, for classroom use and for their own everyday situations, please do not hesitate to substitute for or add to the nouns found in ENGLISH SPEAKING. For example, you may want to identify objects within the classroom. Word labels attached to objects in the classroom are a useful device for teaching word recognition. However, make sure that your students understand all meanings and that the basic sentence patterns presented are habituated.

The three basic sentence patterns in ENGLISH SPEAKING are positive statement, negative statement, and question. The content words that are taught by means of pictures will vary within the sentence patterns. The "structure" words such as this, that, these, those, is, are, a, an, what's, it, they, it's, and they're will remain the same. The structure words cannot be taught through pictures and must be taught within the context and framework of a sentence. The examples of the three basic sentence patterns to be taught in ENGLISH SPEAKING are as follows:

Positive Statement

This is a/an _____.
That is a/an _____.
Yes, it is.
It's a/an _____.
These are _____.
Those are _____.
They're _____.
Yes, they are.

Negative Statement

No, it isn't.
No, they're not.
They're not _____.
It's not a/an _____.

Question

Is this a/an _____?
Is that a/an _____?
What's this?
What are these?
What are those?
Are these _____?
Are those _____?
What are they?

In addition to the three basic sentence patterns in ENGLISH SPEAKING, you will also need to teach, functionally, the imperative or command sentence such as "Listen," "Repeat after me," "Read this sentence," "Write this sentence," etc.

The nouns in ENGLISH SPEAKING have been selected on the basis of sound as well as on the basis of vocabulary. "Troublesome Sounds for Spanish Speaking Adults" and a "Minimal Pairs" list are included as a part of this guide. Students learn sounds and pronunciation best by imitating the teacher, and much class time should be spent on actual pronunciation and repetition exercises. The first essential of good pronunciation is proper intonation. Intonation of basic sentence patterns must be drilled repeatedly until habituated. For example:

This is a box.

That is a box.

Is this a box?

Is that a box?

Yes, it is.

No, it isn't.

It's a box.

What's this?

What's that?

It's not a box.

It isn't a box.

These are boxes.

Those are boxes.

What are these?

What are those?

They're boxes.

Are these boxes?

Are those boxes?

Yes, they are.

No, they're not.

They're not boxes.

What are they?

Emphasize intonation when you first introduce a word, phrase, or sentence. To help your students achieve proper intonation, use some of these techniques: Exaggerate the rise and fall of your own voice and move your hand up and down as your voice rises and falls; draw intonation lines on the blackboard; tap the rhythm out on your desk; hum the rhythm of a sentence.

The pictures in the text and the transparencies for use on the overhead projector are excellent visual aids to use in introducing English as a second language. However, the best visual aids are the physical objects themselves, insofar as they can be brought into the classroom. To introduce words, you will find flash cards very useful. However, the words should be used in sentence patterns rather than in isolation. Each word on a card should be large enough to be seen by the whole class.

To achieve understanding, it may be necessary, at times, to give instructions or to give an equivalent word, phrase, or sentence in the student's native language. However, this should be discontinued as soon as possible.

Following are some examples of practice exercises that can be used to introduce and drill the words and sentence patterns in ENGLISH SPEAKING. Speaking, listening, reading, and writing skills are all included in the exercises. Vary the exercises to keep your students interested and attentive and to keep the class work moving. Shift from one type of exercise to another; change often from choral to group to individual recitation; divide your class into smaller groups so that you can listen to groups and correct students individually. Work toward maximum participation; it is the students who need to practice speaking English, not the teacher.

Before you proceed to a new exercise, be sure that every member has taken all the parts -- that he has asked questions as well as answered them, that he has made negative constructions as well as positive ones. As the students become familiar with your instructions and techniques, you will be able to proceed more rapidly. However, it is important that a class not try to learn too much at once or go too fast. Sentence patterns and vocabulary should both be limited and should be immediately useful for sensible conversation about things in the classroom and in everyday life.

The drills given are basic and furnish a framework to be expanded and adapted to daily lesson needs. They are in no way intended to be all inclusive or to offer a complete blueprint for your class. The nouns and sentences used in the exercises are examples only and are subject to teacher substitution to fit the lesson.

Before leaving ENGLISH SPEAKING, review thoroughly the concepts it has presented. Use oral drills to test listening, speaking, and reading achievement, and dictation drills to test writing achievement of each student. No student is to be introduced to the next text until he has mastered the material in ENGLISH SPEAKING.

PATTERN DRILLS

HAND SIGNALS

Be sure to work out a system of hand signals for drilling your class. Hand signals will allow you to drill rapidly and will eliminate the need for always giving verbal instructions. Have signals for "Listen," "Be quiet," "Repeat," etc.

REPETITION DRILLS

Repetition drills are first and basic for oral practice. Start with repetition drills, using the object itself, a transparency on the overhead projector, or a picture. Be sure that the entire class can see the presentation. Repeat the word or phrase at least three times and indicate rising and falling intonation by hand movements. Be sure that the difference in the use of the articles a and an, and the omission of the article with words like thread, celery, and overalls, are understood.

Teacher: "Listen, BOX BOX BOX"

"Repeat after me. BOX BOX BOX"

Have the class repeat each time in chorus. Establish the meaning of the word and then work on intonation and pronunciation. Much repetition is needed to assure accurate imitation of the teacher.

Teacher: "Listen. A BOX A BOX A BOX"

"Repeat. A BOX A BOX A BOX"

Have the students repeat each time, first in chorus, then in small groups -- by rows, by location in the room, men vs. women, etc. Listen particularly for the rising-falling intonation, and the pronunciation of the vowels: a /ə/ and short o.

Teacher: "Listen. THIS IS A BOX. THIS IS A BOX. THIS IS A BOX."

"Repeat. THIS IS A BOX. THIS IS A BOX. THIS IS A BOX."

Have the students repeat each time, first in chorus, then in small groups, then individually. Check the intonation and pronunciation of a /ə/. Emphasize the sounds of s in this /s/ and in is /z/.

Repeat the above drills with the first five nouns or with nouns of your own choosing. When the students are imitating you satisfactorily, speak normally and at your usual conversational speed. Pick pictures at random and review each noun taught.

This same type of drill can be adapted as you present the substitution in the sentence pattern of That and It, plural pronouns and nouns, etc. It is also to be used to present the other sentence patterns.

COMPLETION DRILLS

Use completion drills to help the students produce from memory the complete sentence pattern they have learned in repetition drills. Have the students repeat first in chorus, then in small groups, then individually. Continue each drill, using other nouns.

Teacher: "I say: BOX You say: A BOX"

Teacher: "I say: A BOX You say: THIS IS A BOX."

Teacher: "I say: BOX You say: A BOX THIS IS A BOX."

Teacher: "I say: THIS IS A You say: THIS IS A BOX."

"I say: THIS IS . . . BOX. You say: THIS IS A BOX."

"I say: THIS . . . A BOX. You say: THIS IS A BOX."

"I say: . . . IS A BOX. You say: THIS IS A BOX."

When the students have habituated this exercise, you can introduce chain drills.

CHAIN DRILLS

Go around the class and assign each student one of the letters A, B, or C. Point to a box or the picture of a box and indicate that, in turn, each group of students lettered A, B, or C is to follow the drill. Repeat the procedure, using other nouns.

Teacher: "You're student A. You say: BOX"

"You're student B. You say: A BOX"

"You're student C. You say: THIS IS A BOX."

The ENDLESS CHAIN can be used for question-answer drills. You ask a question, the student who answers it then turns to his neighbor and asks it, the neighbor answers it, and so on until the chain has gone around the class. Following are some examples:

Teacher: "I say: WHAT'S THIS? You say: IT'S A BOX."

"I say: IS THIS A BOX? You say: YES, IT IS."

SUBSTITUTION DRILL

With substitution drills, you can show the students that they can replace one word with another, using the same sentence pattern. Substitution drills also show the students which parts of the sentence pattern remain the same and which parts can be replaced.

Teacher: "I say: THIS IS A BOX. (Cue) POST"

"You say: THIS IS A POST."

"I say: THIS IS A POST. (Cue) DUCK"

"You say: THIS IS A DUCK."

Continue cueing and substituting nouns. Have the students respond in chorus, in small groups, and individually. By this time, the students should be able to substitute any of the nouns they have practiced. The same type of drill can, of course, be used to substitute different pronouns and plurals.

CONVERSION (TRANSFORMATION) DRILL

Conversion drills are usually of two kinds. An affirmative statement is changed to a negative statement, or a positive statement is changed to a question (or vice versa). Examples:

Teacher: "I say: THIS IS A BOX. You say: THIS IS NOT A BOX."

Teacher: "I say: THIS IS A BOX. You say: IS THIS A BOX?"

Teacher: "I say: ARE THESE BOXES? You say: THESE ARE BOXES."

CONVERSATION DRILL

After students have memorized the vocabulary and basic sentence patterns and can make automatic responses, more sophisticated conversation drills can be used. For example, you display some object and ask "Is this a _____?" and your students answer "Yes, it is" or "No, it's not." Then you can ask "What is it?" or "What are they?" as the case may be, and your students can answer "It's a _____." or "They're _____." They are now able to choose what they want to say in answer to your questions. To obtain more participation, encourage your students to ask the questions as well as to give the answers.

WORD RECOGNITION

Using the book, blackboard, overhead projector, or flash cards, present each word in oral repetition, completion, chain, and substitution drills as you did with the pictures or objects. Randomize the presentation to be sure that students recognize each word. Use the word flash cards and have the students use each word in the basic sentence pattern "This is a/an ____." "That is a/an ____." "It is a/an ____." "Those are ____." etc. The content words and structure words should both be included in the word recognition drill.

WRITING DRILL

The teacher should obtain and distribute a Zaner-Bloser sheet to each student. The student should first learn to print and then make the transition to cursive writing.

BOX box

A BOX a box

This is a box.

Print the above on the blackboard or on a transparency for your overhead projector. Have each student copy it until he has mastered the form. Then, in the text, by the picture of the box, have each student print "This is a box." He should use a capital letter and a period.

Using the blackboard or transparencies, have students write the complete sentence "This is a/an ____" for each picture.

Without using any visual aid, dictate the same exercise as above (i.e., "This is a/an ____.") until each student can write it from memory.

The same type of drill can be used for other substitutions and constructions. The lines in the text can be used for student writing of the following sentences when each sentence has been mastered:

This is a/an _____.
That is a/an _____.
It's a/an _____.
Is this a/an _____?
Is that a/an _____?
It's not a/an _____.

He must also master writing the following constructions:

What's this?
What's that?
Yes, it is.
No, it isn't.

READING DRILL

Either the blackboard or word flash cards on a display board can be used for this reading drill.

Print a sentence such as This is a box on the blackboard or arrange flash cards to form the sentence. Pronounce the sentence and have your students repeat it after you. Then erase or remove the word This and replace it with the word That and then the word It. Pronounce each new sentence and have your students repeat it after you in chorus, small groups, and individually. The same drill can be used with These, Those, and They.

Using the same sentence, erase or remove the noun box and replace it with other nouns. Pronounce each new sentence and have the students repeat it after you in chorus, in small groups, and individually.

At random, replace both the pronouns and the nouns until each student has mastered all the possible combinations. For you to evaluate his mastery, each student should read orally every possible combination.

QUESTIONS

Use repetition drills to teach pronunciation and intonation of the questions; use completion and chain drills to habituate the pattern. Examples:

Teacher: "Listen: WHAT'S THIS? IT'S A BOX."

"Repeat: WHAT'S THIS? IT'S A BOX."

Teacher: "Listen: IS THIS A BOX? YES, IT IS."

"Repeat: IS THIS A BOX? YES, IT IS."

Teacher: "I say: WHAT'S THIS? You say: THIS IS A/AN ____."

PLURALS

Present plurals first as repetition drill, pronouncing first the singular and then the plural of each noun you are working with. Have the students imitate your pronunciation in chorus, small groups, and individually. Emphasize pronunciation and pay particular attention to the three plural endings: /s/, /z/, and /iz/. This drill can include up to ten nouns at a time. Be sure all students understand that the plural ending stands for more than one. This can be done by using more than one object or with the pictures in the book or the transparencies. Substitution drills can be used to drill the usage of is and are in the sentence pattern and to drill the omission of the article with the plural nouns.

Teacher: "Listen. THIS IS A BOX. THESE ARE BOXES."

"Repeat. THIS IS A BOX. THESE ARE BOXES."

Continue with the singulars and plurals of different nouns, adapting the various kinds of drills.

Sentences to be mastered for listening, speaking, reading, and writing are as follows:

These are ____.*
Those are ____.*
What are these?
What are those?
They're ____.*
Are these ____?*
Are those ____?*
Yes, they are.
No, they're not.
They're not ____.*
What are they?

TEACHING THE ALPHABET

Most of your adult students will want to learn the English alphabet. The list of nouns on page 5 of Section 3 and the Zaner-Bloser sheets can be used to teach the alphabet and the sounds of each letter within the context of a word. To practice writing, each student should have lined paper, and letters should be proportioned as shown on the Zaner-Bloser sheets. The objective is to learn the shapes and sounds of the individual letters in alphabetical sequence. This includes initial consonant sounds, the long and short vowel sounds, and the hard and soft sounds of c and g. Letters should be used in words and words in sentences. Flash cards containing letters and words are very effective in helping to teach alphabetical concepts.

In teaching writing, introduce each letter in manuscript style first, both upper and lower case. Then make the transition to cursive writing.

Following are some exercises and progress checks that can be used in teaching the letters and sounds of the alphabet.

The word angel can be used to introduce the sound of long a. Individually and collectively, have the students name other words they have had in ENGLISH SPEAKING that begin with the same sound. Drill on pronunciation until each student can make the sound acceptably. Then use the word ant to teach the short a sound. Drill on the words in the list that start with a, having the students discriminate which words begin

*Sentences to be written on the lines by the picture in the text. The other sentences must also be mastered.

with a short a sound and which ones begin with a long a sound. Before leaving the a words, teach your students how to print and write the letter a, both upper and lower case. Proceed with other letters of the alphabet in the same manner.

To provide variety and reinforce learning, it is suggested that letters be taught in blocks. For example, after teaching the sounds of a, b, c, and d, the students should memorize these four letters in sequence. Subsequent blocks can be taught as follows: e, f, g, -- h, i, j, k -- l, m, n -- o, p, q -- r, s, t -- u, v, w -- x, y, z. However, care must be taken that students can produce each group in sequence to form the complete alphabet. The following drills can be used for this purpose:

Print (or write) the missing letters:

d ____ f ____ g ____ i ____
d ____ f ____ h ____ j ____
p ____ r ____ t ____ v ____
a b c ____ f g h ____ k l m ____ p q r ____ u v ____
____ y z

ADDITIONAL EXERCISES

Sentences to be put on the blackboard, said out loud, and written:

A is for apple.
B is for boy.
C is for coat.
D is for door.
E is for egg.
F is for fence.
G is for girl.
H is for hand.
I is for Indian.
J is for jacket.
K is for key.

L is for ladder.
M is for men.
N is for nail.
O is for ox.
P is for pencil.
Q is for queen.
R is for ring.
S is for socks.
T is for truck.
U is for umbrella.
V is for vise.
W is for wagon.
X is for X-ray.
Y is for yarn.
Z is for zipper.

Draw a line between the words that begin alike:

ant	ball
baby	ring
ladder	apple
zoo	lamp
road	zipper

Print (or write) the missing letter:

d__ess	la__p
c__w	__pple
__gg	__ndian

Draw a line between the words that are alike:

apron	<i>apron</i>
car	<i>car</i>
girl	<i>girl</i>
tree	<i>tree</i>
window	<i>window</i>

Draw a line between the letters that have the same sound:

M

p

P

m

A

r

B

a

R

b

SAMPLE LESSON PLAN*

This is a sample lesson plan for the first class meeting of a beginners' class of non-English speaking adults.

TOPIC: Identification and getting acquainted.

AIMS: To teach each student how to write his own signature.
To teach students to ask and answer identification questions.
To teach students routine classroom instructions involving simple statements and inverted order questions.

MOTIVATION AND ACTIVITIES:

Each student is assured of the teacher's interest and friendliness as individual attention is given to filling out class enrollment cards with name, address, and any other information the teacher may desire. Each student who cannot write his own name is given a card with his name written on it.

The teacher circulates in the classroom. He points to himself and says, "My name is Mr. _____." He then points to a student and asks, "What is your name?" If the first student cannot answer, the teacher proceeds to the next one until a student answers correctly. The other students will get the idea of what is meant when they hear the answer. Every student must be given the opportunity to ask and to answer the questions in English.

The sentence patterns are then placed on the blackboard as follows:

Mrs. Brown
My name is Mr. Smith
Miss Ramos

What is your name? My name is _____.

The next sentences, using the same patterns, are:

My address is _____.

What is your address?

*Adapted in part from the NAPSAC publication Adult Basic Education
A Guide for Teachers and Teacher Trainers

Allow sufficient board space for the sentences and be sure they are visible to each student.

Using a chain drill, ask the first student, "What is your name?" The student answers, "My name is _____." He then asks the student next to him, "What is your name?" The student answers and proceeds to ask his neighbor the question, and so on around the room. The same drill is used for "What is your address?" "My address is _____."

This gives every student in the class an opportunity to both ask and answer the questions.

With the use of the chain drill, the teacher must use certain words to give instructions to the students. These words may be, "I say: My name is _____." He points to the student and says, "You say: What is your name?" If the student does not understand, the teacher may proceed to a student who does understand, or, if necessary, the teacher may use the native words for Say (Dice, in Spanish), Ask (Pregunta), and Answer (Contesta).

If suitable to the level of the class, the teacher writes the following on the blackboard for students to copy and fill in.

What is your name?

My name is _____.

What is your address?

My address is _____.

The teacher circulates in the room to help individual students. Those who cannot write their names should practice forming the letters in their names and leave the dialogue copying until later.

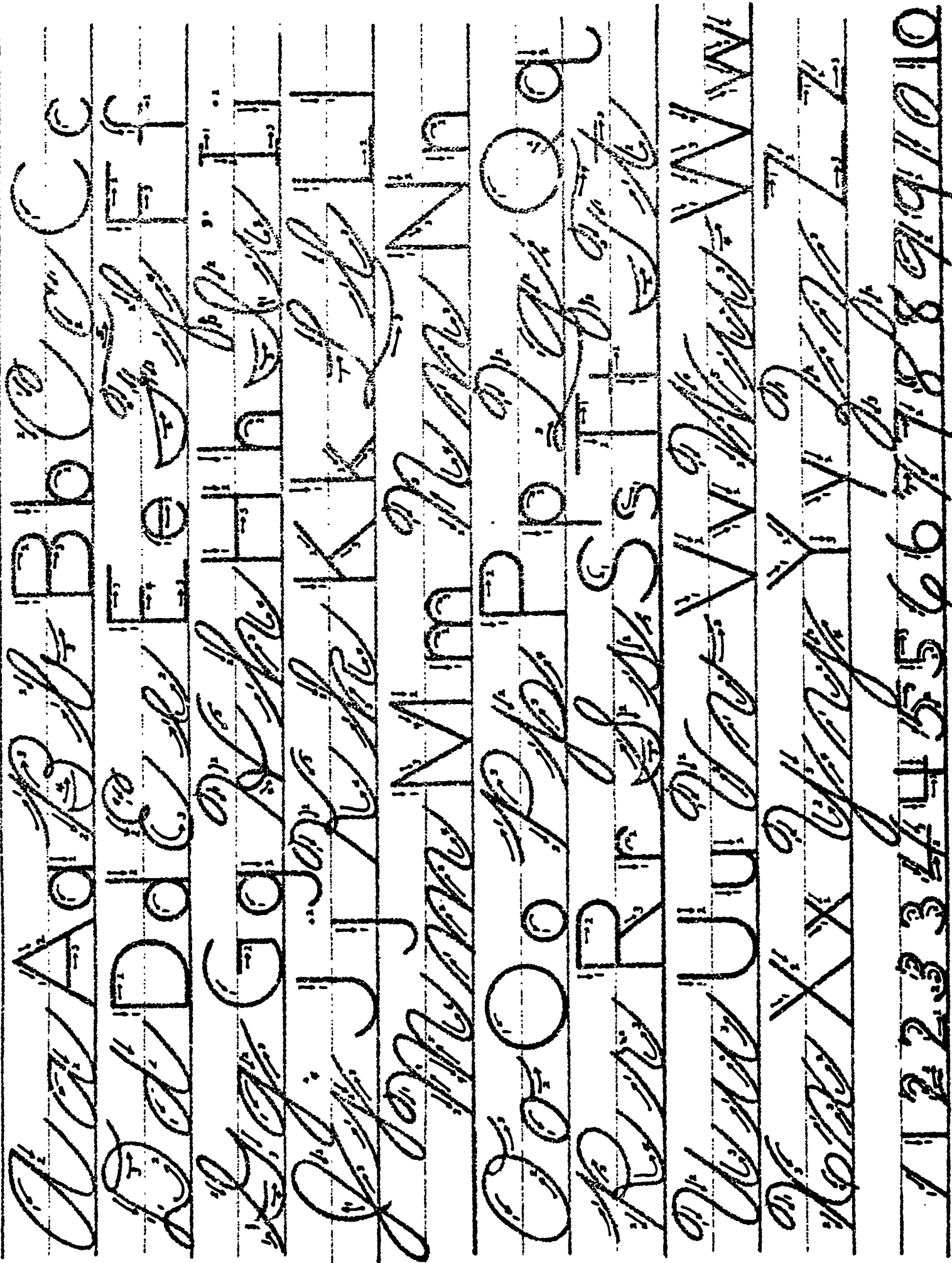
TEST LEVELS: OBJECTIVES, CONTENT, METHODS, AND MATERIALS

DESCRIPTION	CONTENT	METHODS	MATERIALS
<p><u>LEVEL I:</u></p> <p>on-English speaking adults.</p>	<p>Speaking vocabulary: Start with 8-10 words of vocabulary a day.</p> <p>Basic intonation patterns: question, statement, and command.</p>	<p>The basic presentation should be audio-lingual (i.e., memorize basic sentences, oral classroom drill without text, etc.)</p>	<p>English Speaking (HELP produced), with transparencies and teacher instructions. (Introductory text)</p>
<p><u>PRIMARY OBJECTIVE:</u></p> <p>to develop listening and speaking skills in English.</p>	<p>The written forms of the words and sentences that can be understood and spoken.</p> <p>Basic punctuation: period, question mark, and apostrophe.</p> <p>Sentences begin with a capital letter.</p>	<p>Present each vocabulary word in context of a sentence.</p> <p>Proceed from the known to the unknown.</p> <p>Maintain constant interrelation between ESL classes and other courses in the curriculum (i.e., pre-vocational and skills classes).</p>	<p>Say It in English by Dr. Ray Fast, University of Texas at El Paso. (Introductory text for children)</p> <p>Zaner-Bloser sheets and transparencies for manuscript and cursive writing.</p> <p>Peterson Handwriting Legibility Kit</p> <p>English 900, Book 1, with programmed instruction workbook, tapes, and teacher's manual. (Collier-Macmillan)*</p> <p>Working with Words, with teacher's manual. (Steck-Vaughn)*</p> <p>Skills in Spelling, Books 1 and 2, (McCormick-Mathers).*</p>
<p><u>TIME PROPORTION</u></p> <p>listening -- 30%</p> <p>speaking -- 30%</p> <p>reading -- 30%</p> <p>writing -- 10%</p>	<p>Manuscript and cursive writing.</p> <p>Group process and discussion of common problems.</p>	<p>Interrelate arithmetic and group process to reinforce ESL.</p> <p>In writing, avoid teaching to form letters and words in isolation.</p> <p>Relate subject matter to adult interests and needs.</p>	<p>Arithmetic: Multiplication and Division, A Programmed Text (programmed instruction, HELP produced.) Use for those who are ready.</p> <p>Troublesome Sounds and Minimal Pairs exercises</p>

*These texts should follow the introductory texts. See level II.

TRANSITION

Compare the cursive letters with your manuscript letters.



TRoublesome Sounds for Spanish-Speaking Adults

- a Since a in Spanish normally sounds like the English a in father, the Spanish speaker tends to give this sound to all a's in English. Hence he fails to distinguish between fate and fat.
- e The letter e in Spanish has the sound of the English a in mate, or of e in met (in closed syllables). The Spanish speaker will, therefore, pronounce the English mare as mare.
- i The i in Spanish has the sound of e in be. Hence the Spanish speaker often pronounces the English bin as bean.
- u The Spanish speaker tends to use the long u sound for the short u sound.
- y, j The initial written y in Spanish is sometimes pronounced as j, so there is a tendency to confuse the two sounds.
- g, j Since in Spanish the written g before e or i and all written j's sound like a strongly aspirated English h, the Spanish speaker tends to pronounce Gerry as Harry and jarred as hard.
- h Since a strongly aspirated version of the English h sound is used for the written g and j, the Spanish speaker does not associate this sound with the written h. In Spanish the written h is silent; hence the Spanish speaker will tend to pronounce harm as arm.

b,v In Spanish, our v sound does not exist. Therefore, the Spanish speaker's b's and v's in English all tend to sound like the English b. His vein and bane sound alike, as do the v in dove and the b in dub.

f,v Since there is no v sound in Spanish, the Spanish speaker may often confuse v with his own sound for f, saying fine instead of vine.

d,th Since the Spanish d is usually pronounced th as in English though, the English dough will often be pronounced the same as though.

t,th The th sound occurs in Spanish only as a value of the written d. Since he fails to relate the sound to the written th, the Spanish speaker may tend to overlook the h altogether, pronouncing then as ten. Even when he masters th, since his own language has only the voiced form, he may pronounce thin with the th of then.

s,z The Spanish speaker almost invariably confuses these two sounds in English. Our sibilant s sound is ascribed to both written s and z in Latin-American Spanish, unless the symbol is followed immediately by a voiced consonant, in which case a sound close to the English z is heard. Hence zone will be pronounced as sewn, and the s in rose as the s sound in cross. He may also ascribe the z sound to the

initial s of slip, slap, and slaw since the following consonant is a voiced l.

sh, ch There is no sh sound in Spanish, so the Spanish speaker often ascribes our ch sound to sh and tends to pronounce both child and shield with the ch sound of the former.

r The English value for r does not exist in Spanish. The Spanish speaker tends to trill all r's in English, as the trilled value is the only one found in his own language.

The following minimal pairs list is especially useful for Spanish-speaking adults. The list provides practice in discriminating and producing the sounds that are most difficult for them.

Ask your students to listen carefully as you pronounce each pair of words. After each pair, have the students discriminate whether the words are alike or different. To clarify meanings, use the words in sentences. Following the discrimination exercise, have the students pronounce the words in pairs, both as a group and individually. Then pronounce the words at random. Have individual students pronounce each word after you, and use it in a sentence.

MINIMAL PAIRS LIST

Designed to help students differentiate between and pronounce
the long a and long e sounds.

feet.....fate

fade.....fade

mate.....meet

beak.....bake

raid.....raid

hate.....heat

feed.....fade

laid.....lead

read.....read

rail.....reel

keen.....cane

keep.....cape

Designed to help students differentiate between and pronounce
the long e sound and the short i sound.

bit.....beat

grit.....greet

heat.....hit

rip.....rip

lip.....lip

bead.....bid

read.....rid

bit.....bit

grin.....green

lip.....leap

reap.....reap

Designed to help students distinguish and pronounce the long
and short sounds of the vowels.

hat.....hate	bet.....beet
rate.....rat	weed.....weed
rack.....rake	fed.....feed
cane.....cane	lead.....led
man.....mane	mean.....men
ran.....ran	wed.....wed
mat.....mate	met.....meet
not.....note	tub.....tube
coat.....cot	but.....boot
rode.....rod	duke.....duck
goat.....got	boot.....boet
note.....note	rut.....root
cod.....code	jut.....jute
hope.....hop	soon.....sun
bit.....bite	ride.....rid
hid.....hid	sit.....site
like.....lick	ride.....ride
hid.....hide	

Designed to help students differentiate between and pronounce
the sounds of y and j.

yoke.....joke

yam.....jam

yowl.....yowl

yell.....jell

yet.....jet

yard.....jarred

jam.....jam

year.....jeer

yowl.....jowl

yet.....yet

Designed to help students distinguish and pronounce the sound
of h.

hand.....and

ear.....hear

has.....has

heat.....eat

air.....hair

ham.....am

hot.....hot

heel.....eel

hat.....at

eat.....eat

ought.....hot

hold.....old

has.....as

hail.....ale

Designed to help students differentiate between and pronounce
the h sound and the j or soft g sound.

gem.....hem

hard.....jarred

jilt.....hilt

gem.....gem

hag.....jag

junk.....hunk

ham.....jam

junk.....junk

jeer.....hear

hog.....jog

hard.....hard

gym.....him

Designed to help students differentiate between and pronounce
the hard g sound and the soft g or j sound.

get.....jet

jab.....jab

jag.....gag

job.....gob

gab.....gab

get.....get

jilt.....guilt

gale.....jail

gust.....just

jot.....got

Designed to help students differentiate between and pronounce
the sounds b and v.

vote.....boat

very.....berry

robe.....rove

bale.....bale

ban.....van

best.....vest

vest.....vest

boat.....boat

vat.....bat

vale.....bale

Designed to help students differentiate between and pronounce
the sounds of f and v.

fine.....fine

vine.....fine

vast.....fast

very.....very

feel.....feel

veal.....feel

van.....fan

face.....face

ferry.....very

veil.....fail

veil.....veil

Designed to help students differentiate between and pronounce
the sounds of v and w.

vine.....wine

vest.....west

wet.....wet

wine.....wine

wane.....vein

van.....van

viper.....viper

vet.....wet

wary.....vary

vein.....vein

visor.....wiser

wiper.....viper

Designed to help students differentiate between and pronounce
the sounds of th and t or d.

tree.....three

there.....dare

true.....true

doze.....those

tin.....thin

they.....day

tick.....thick

then.....den

threw.....true

there.....there

taught.....thought

thank.....dank

Designed to help students differentiate between and pronounce
the z and sibilant s sounds.

sip.....zip

sink.....zinc

seal.....seal

zeal.....seal

zinc.....zinc

face.....faze

sown.....zone

sue.....zoo

sipper.....zipper

zip.....zip

raise.....raise

doze.....dose

Designed to help students differentiate between and pronounce
the sounds of ch and sh.

cheer.....sheer

ship.....chip

shoe.....shoe

shock.....chalk

cheat.....cheat

sheet.....cheat

share.....chair

chew.....shoe

chin.....shin

chair.....chair

chop.....shop

shatter.....chatter

Designed to help students pronounce the sound of r correctly.

race

mark

bred

grain

rack

star

graft

brain

record

red

bright

brace

rig

car

rain

run

rob

draw

ram

rose

CONTENTS

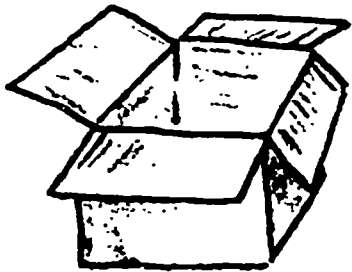
Introduction

Unit One - Singulars Pages 1 through 46

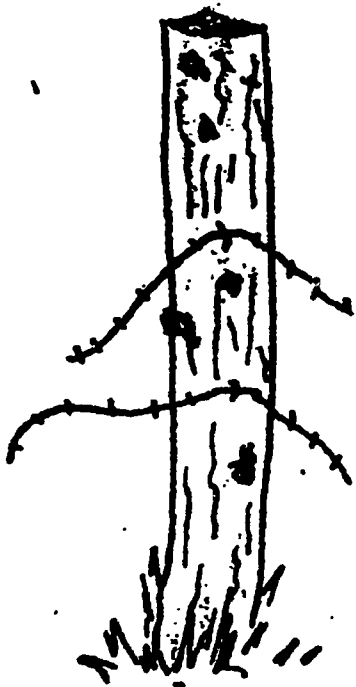
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Unit Three - Alphabet and Questions Pages 1 through 15

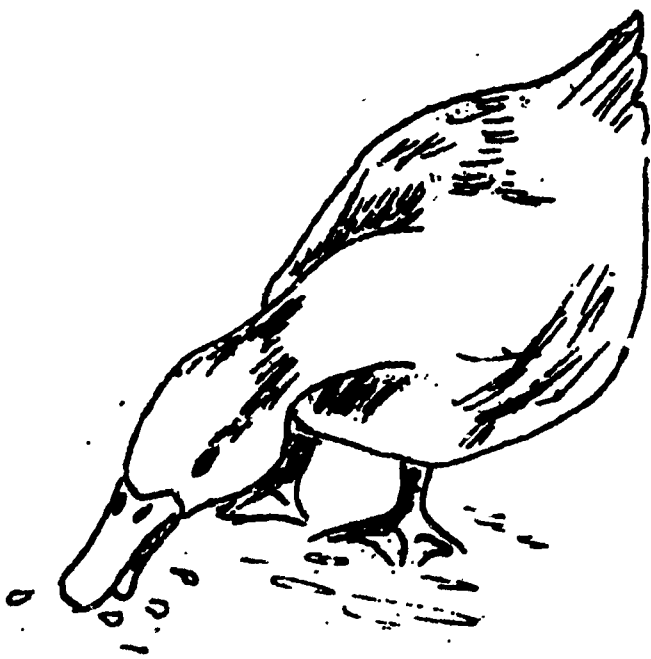
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A BOX



A POST

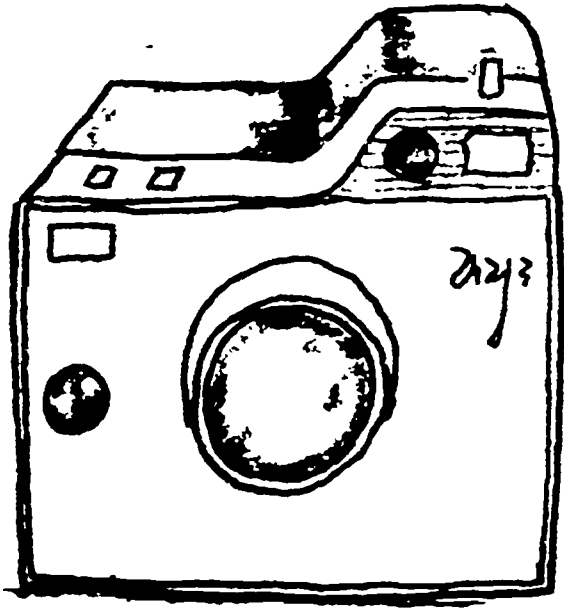


A DUCK

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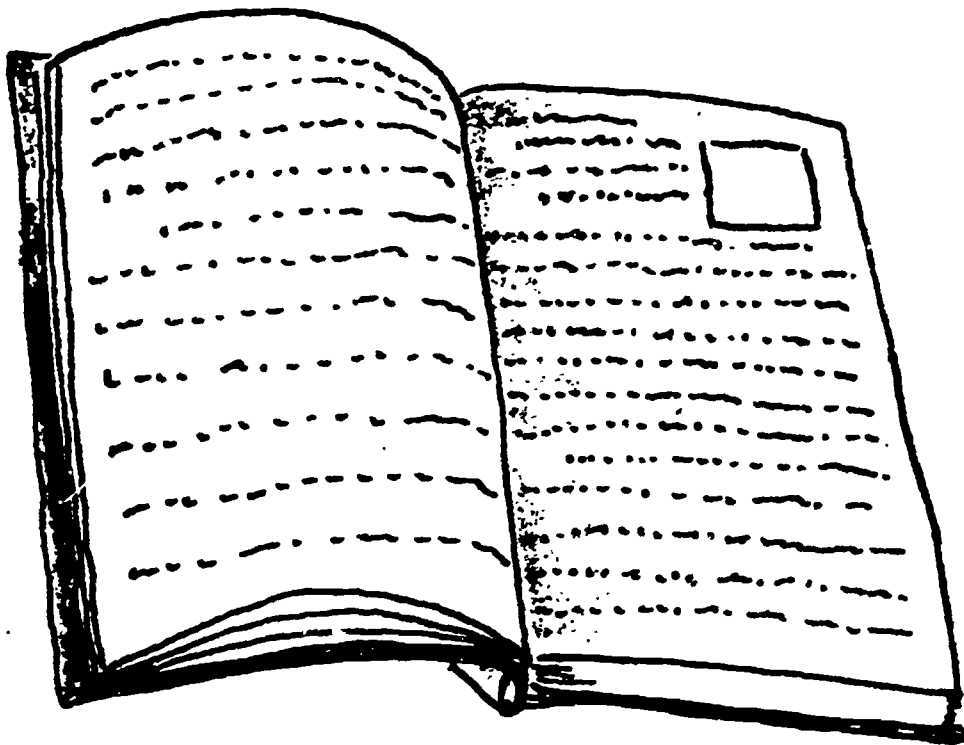
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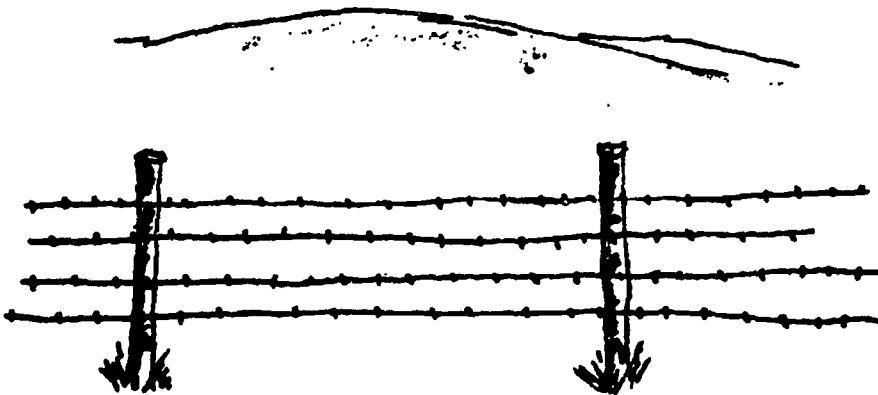
A CAMERA

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A BOOK

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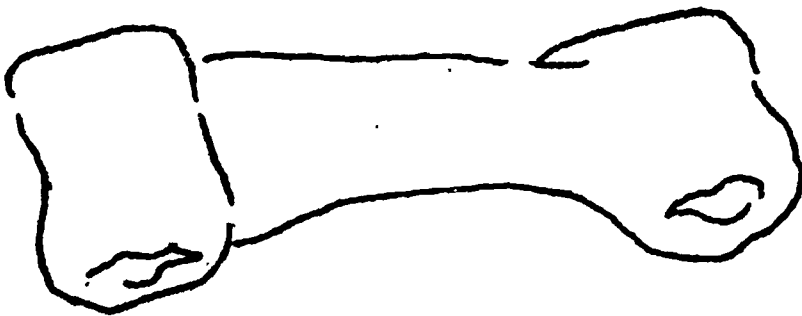
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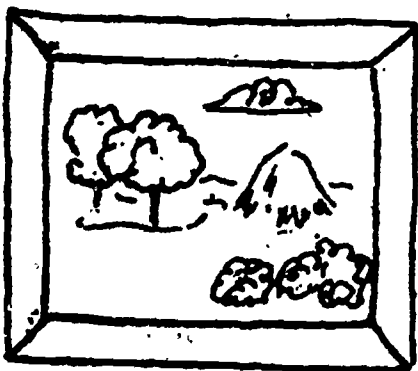
A HORSE

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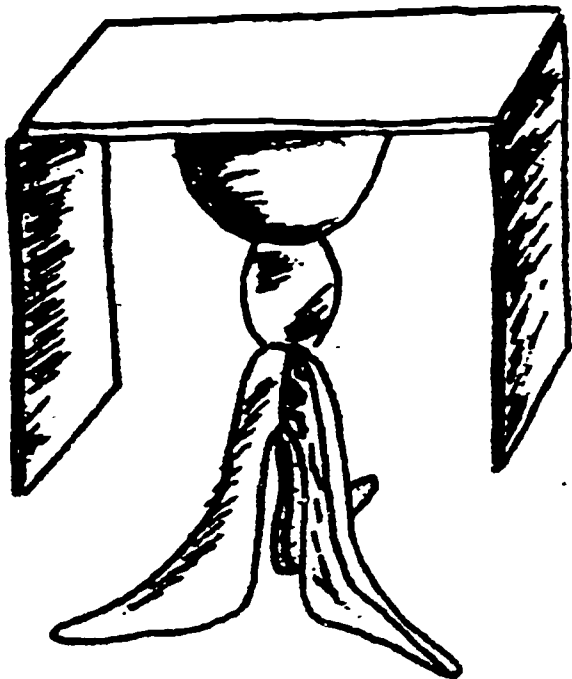
A BONE

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A PICTURE

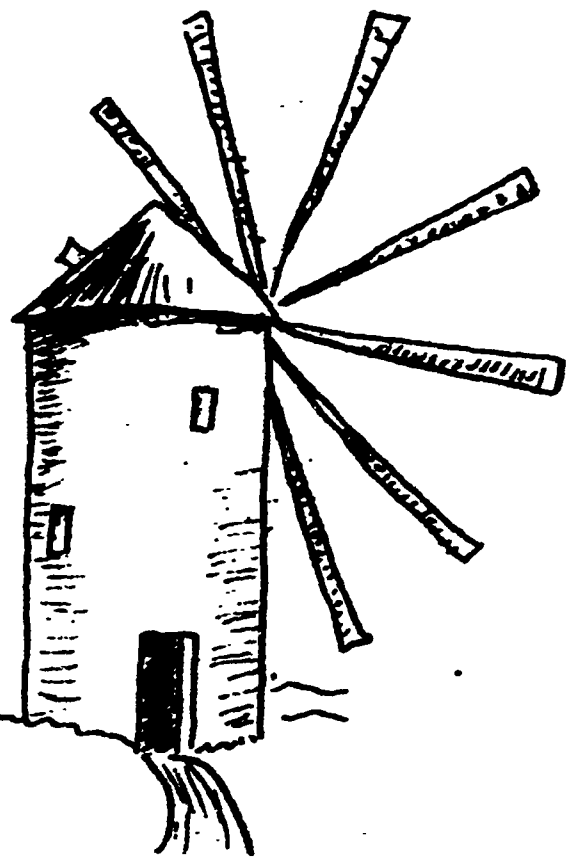
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A TABLE

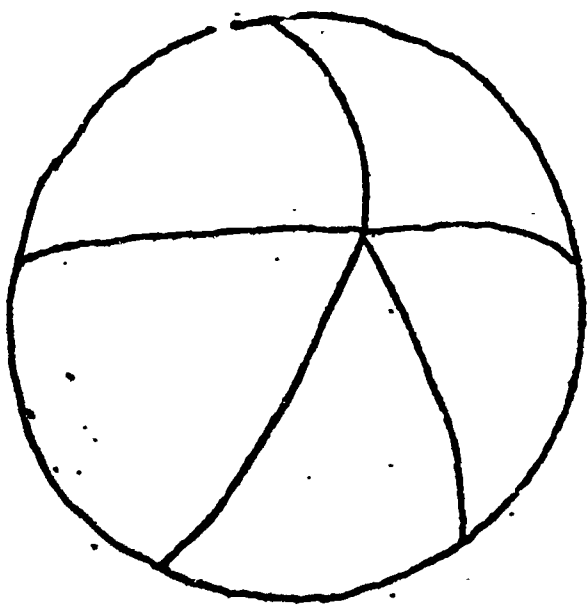
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A WINDMILL

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A BALL



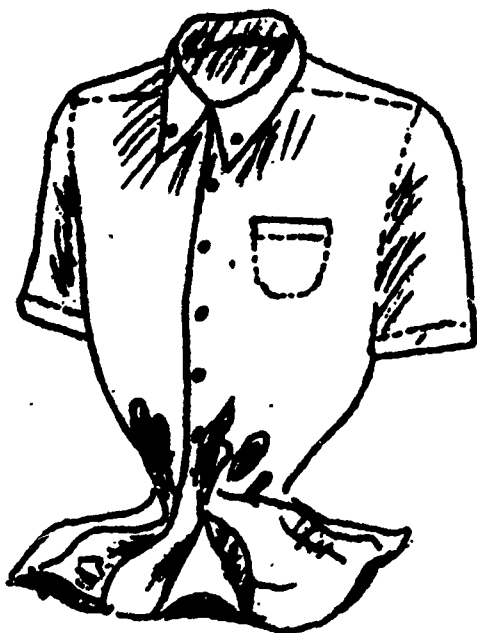
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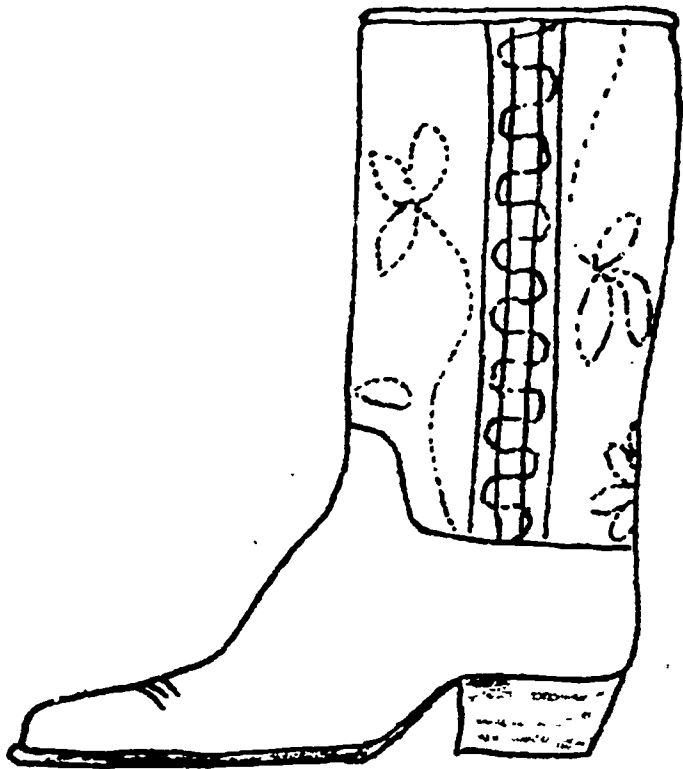
A BOWL

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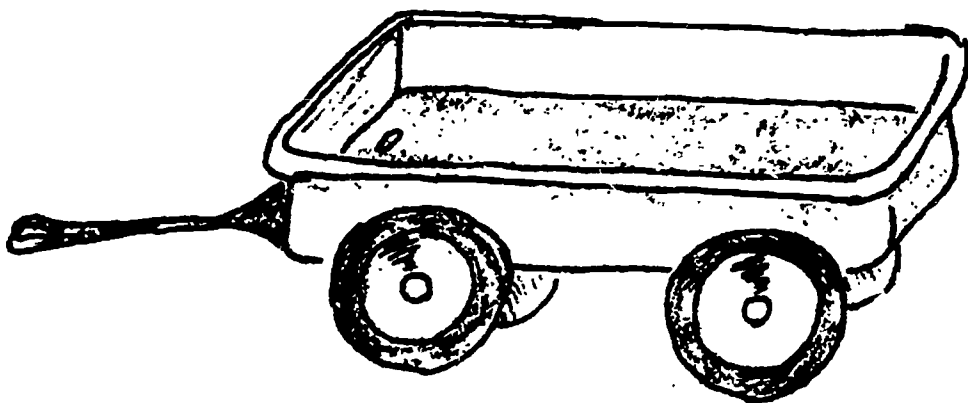
A SHIRT

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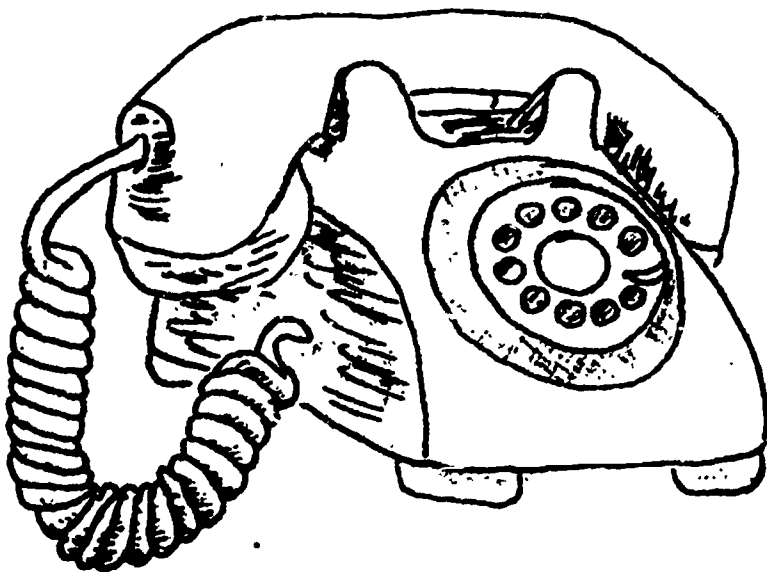
A BOOT

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A WAGON

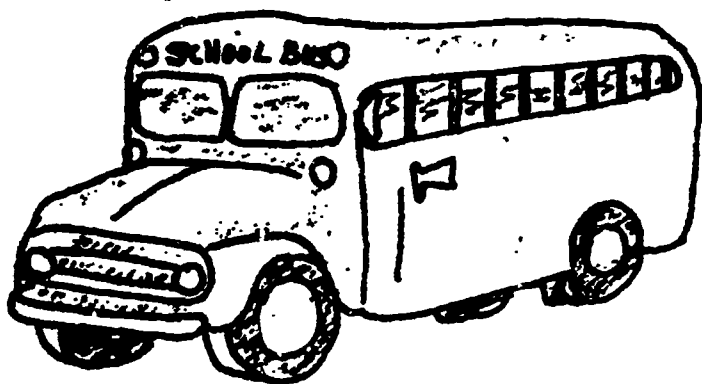
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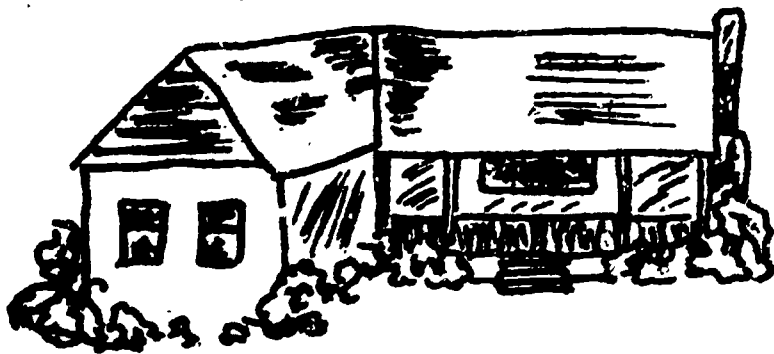
A TELEPHONE

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A BUS



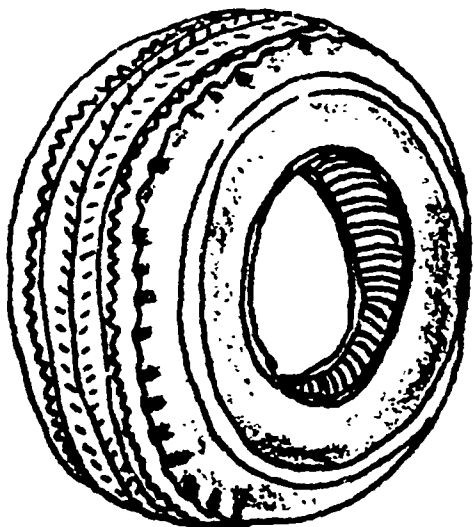
A HOUSE



A TIE

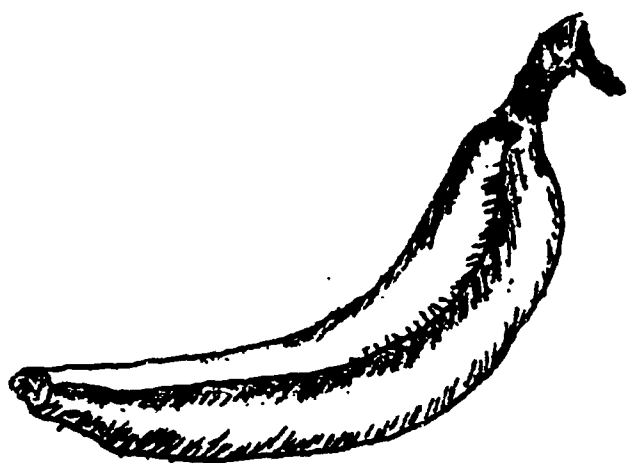
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A TIRE

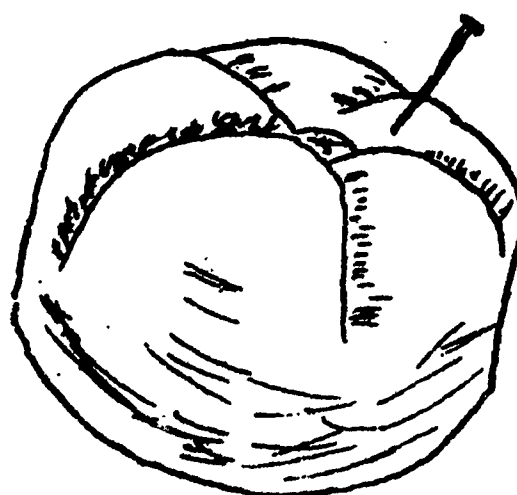
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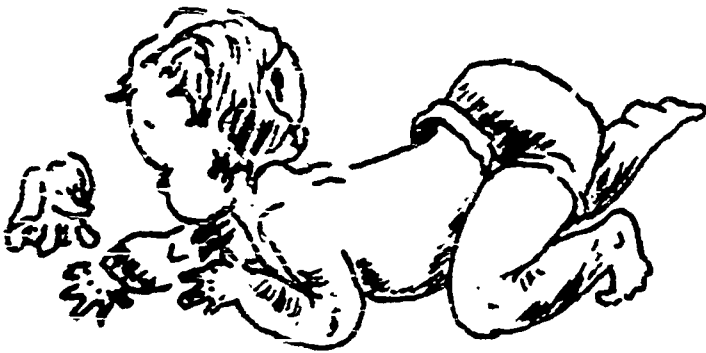
A BANANA

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A PIN



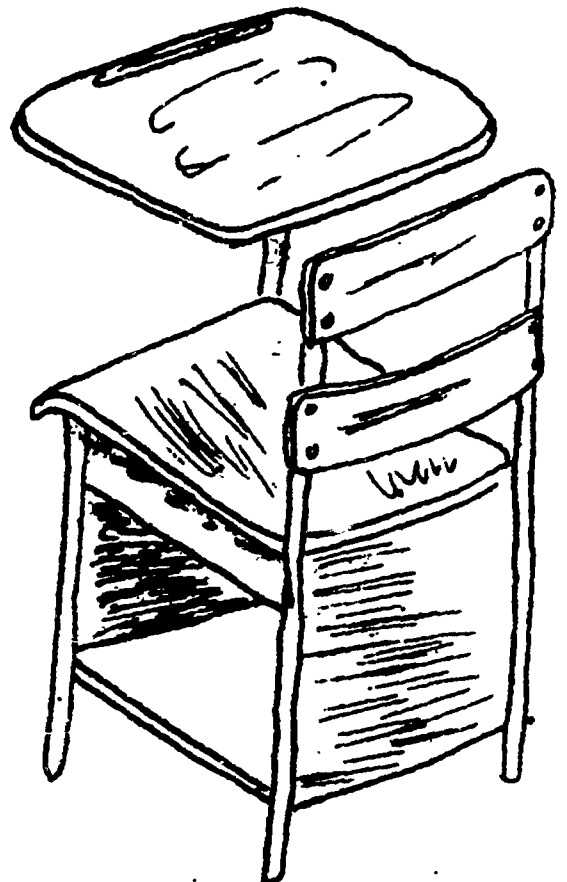
A BABY

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A CAT

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A DESK

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A BOTTLE

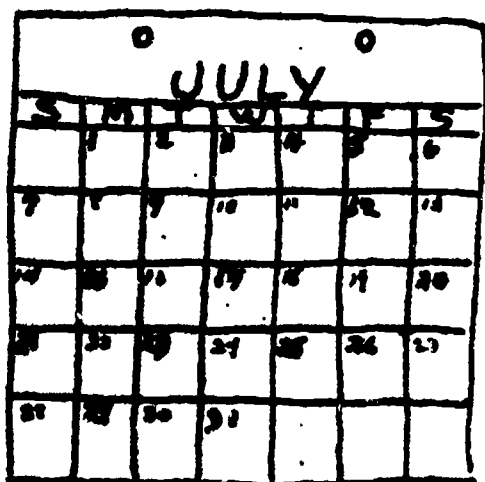
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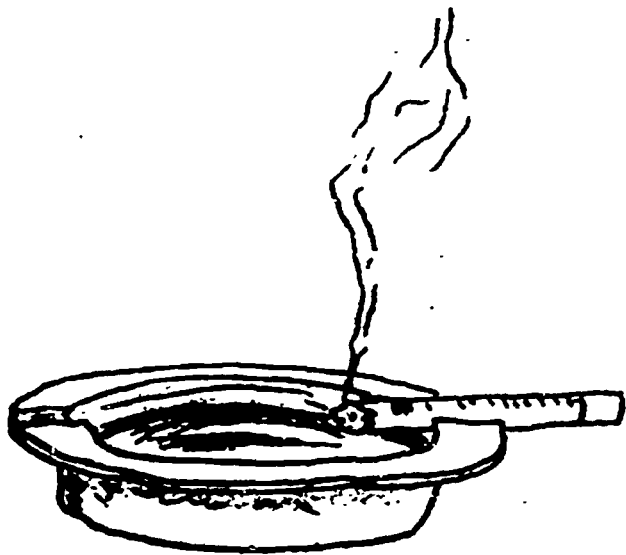


A LAMP

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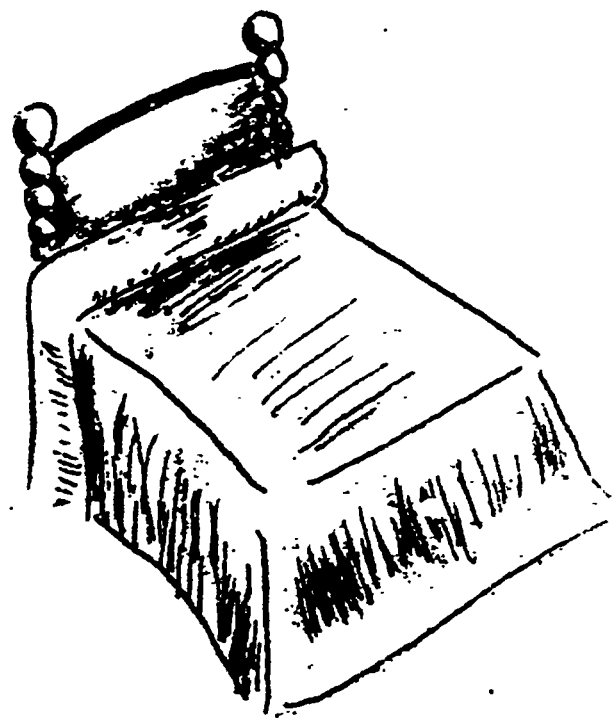
A CALENDAR



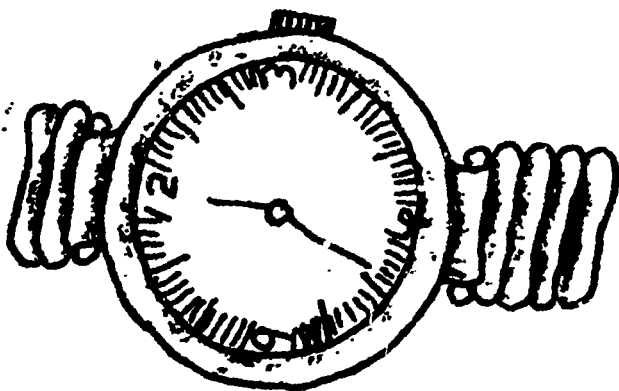
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A CIGARETTE

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A BED



A WATCH

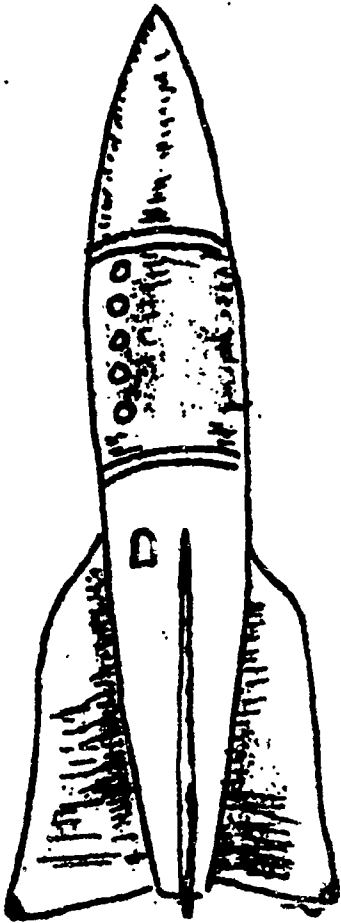
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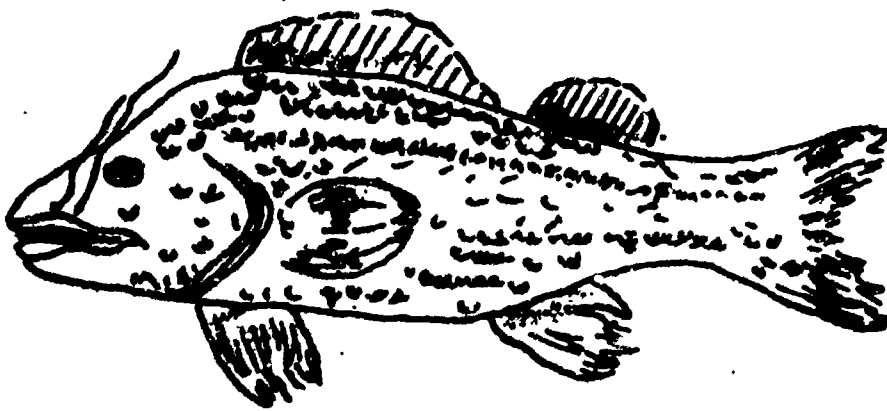
A COW

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A ROCKET

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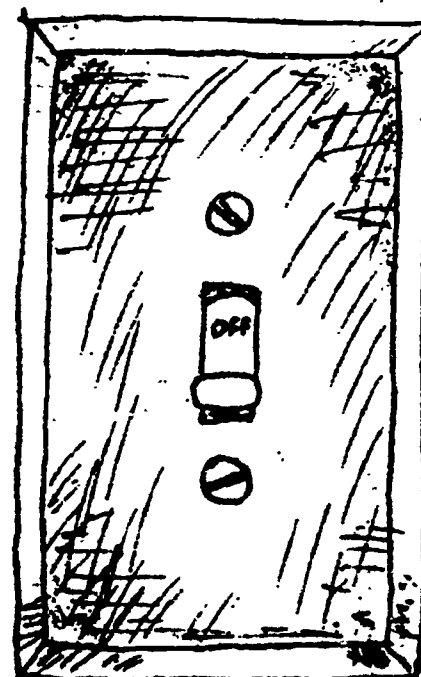
A FISH



A DONKEY

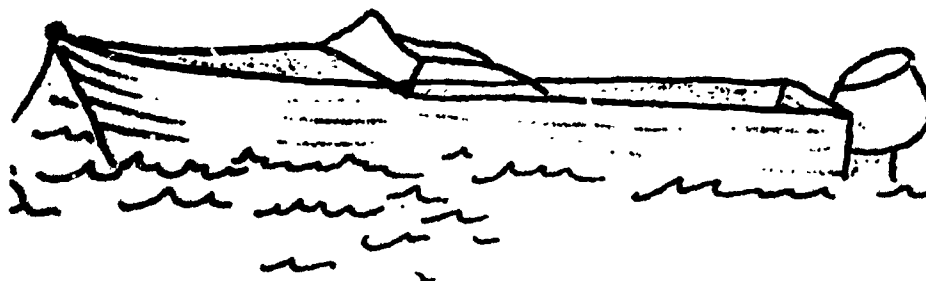
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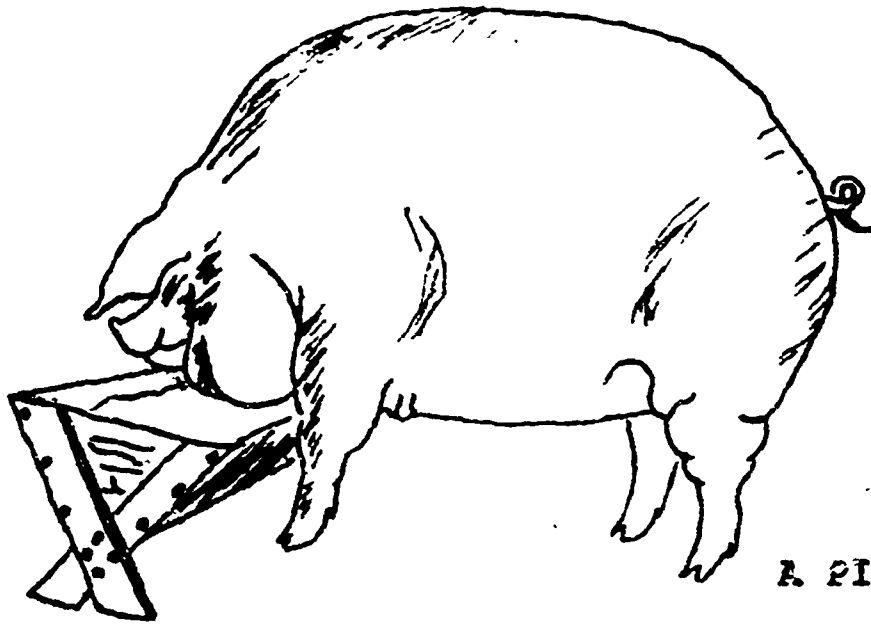


A LIGHT SWITCH

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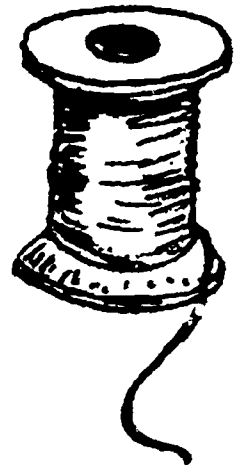
A BOAT



A PIG

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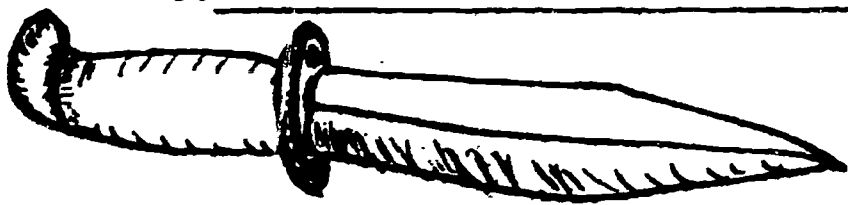
THREAD



A BOY

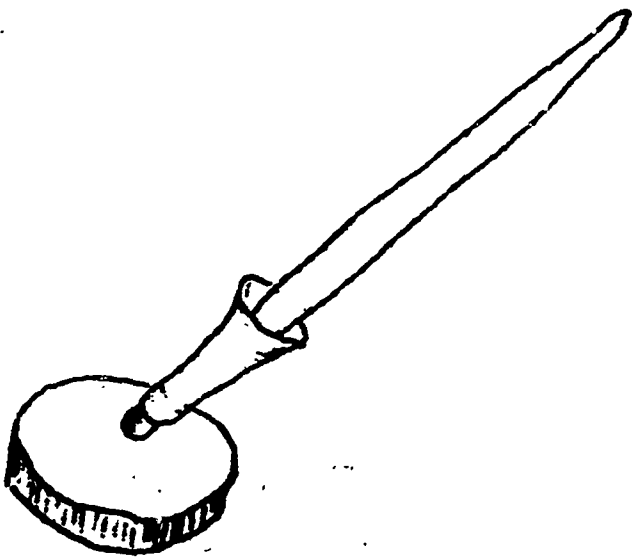
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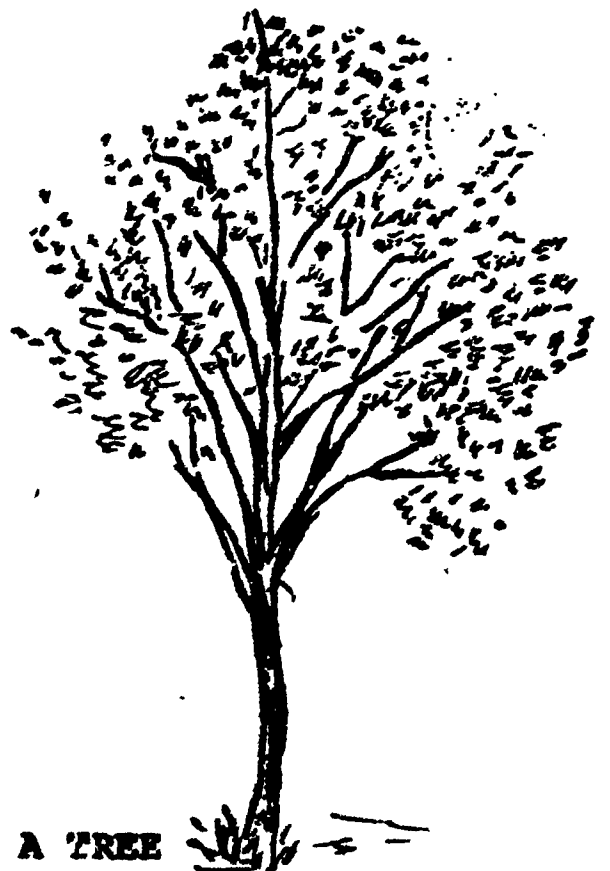
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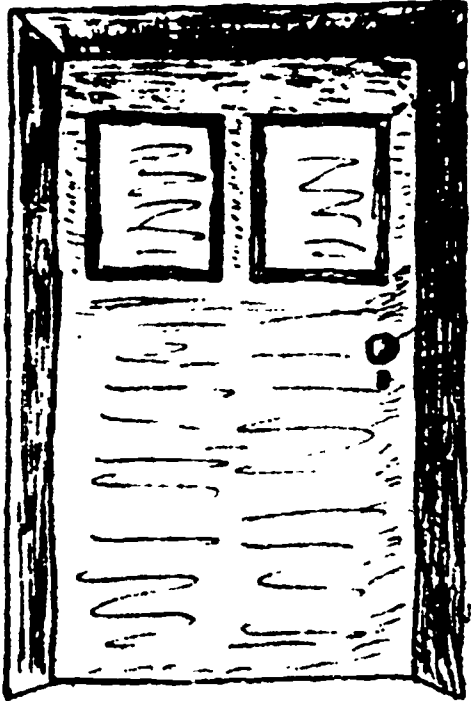


A PEN

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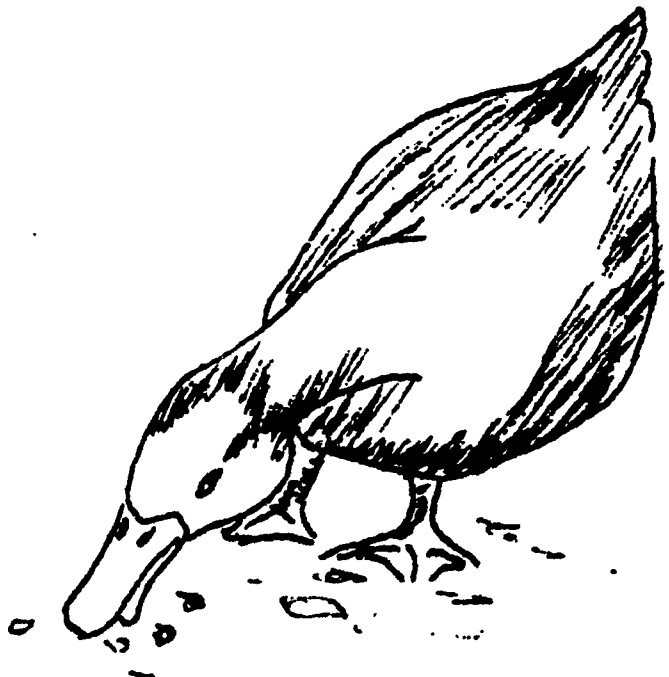
A TREE



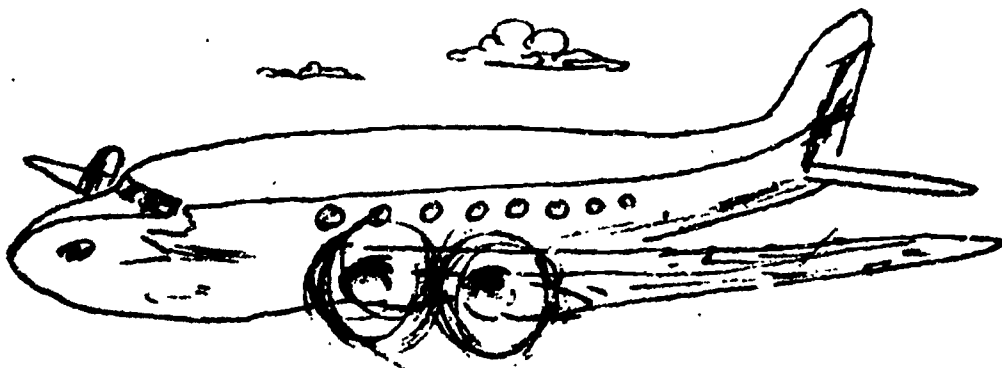
A DOOR

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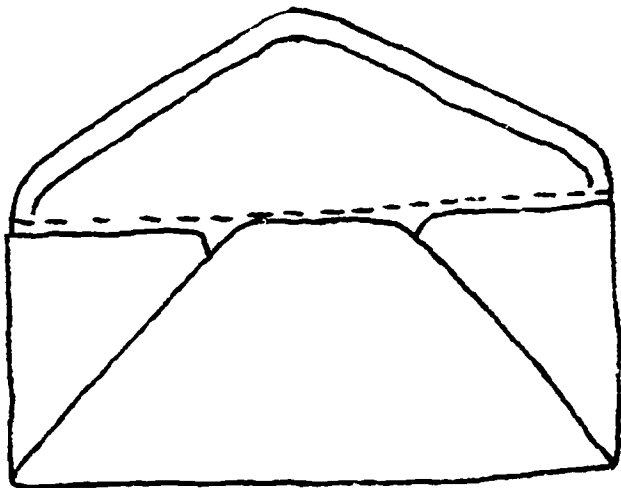


A DUCK



AN AIRPLANE

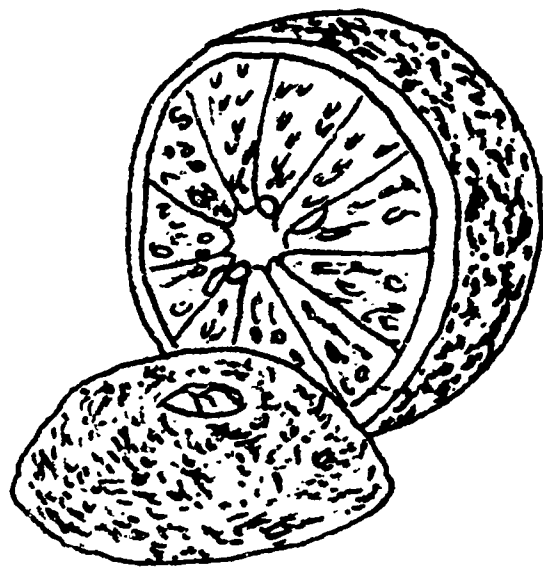
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AN ENVELOPE

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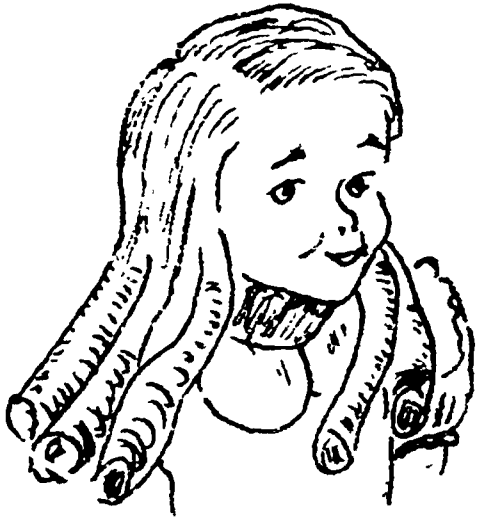


AN ORANGE

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A HORSE



A GIRL

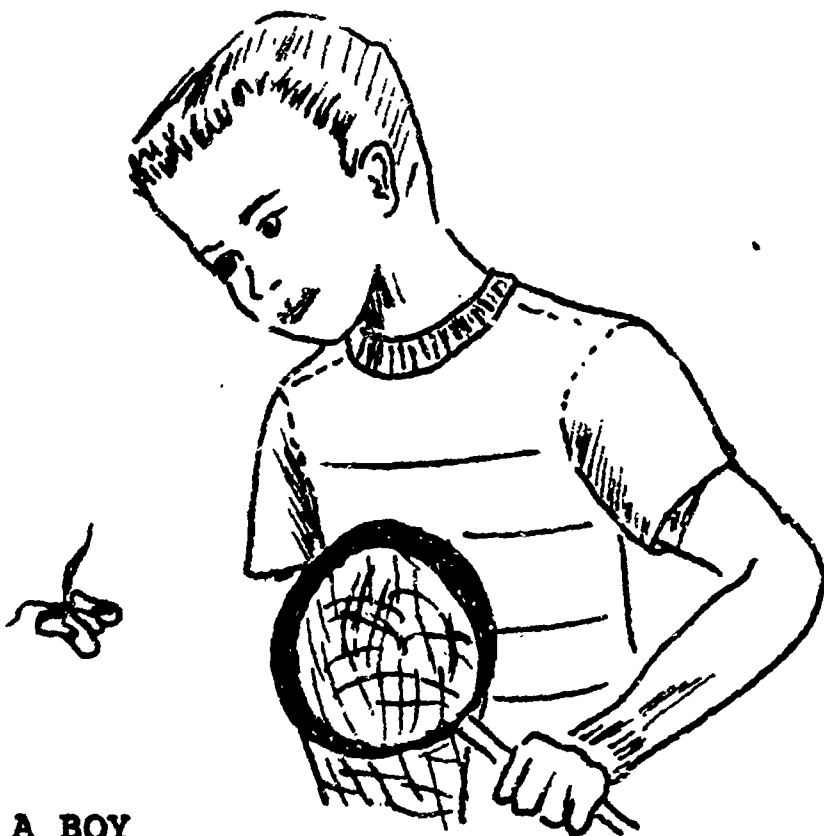
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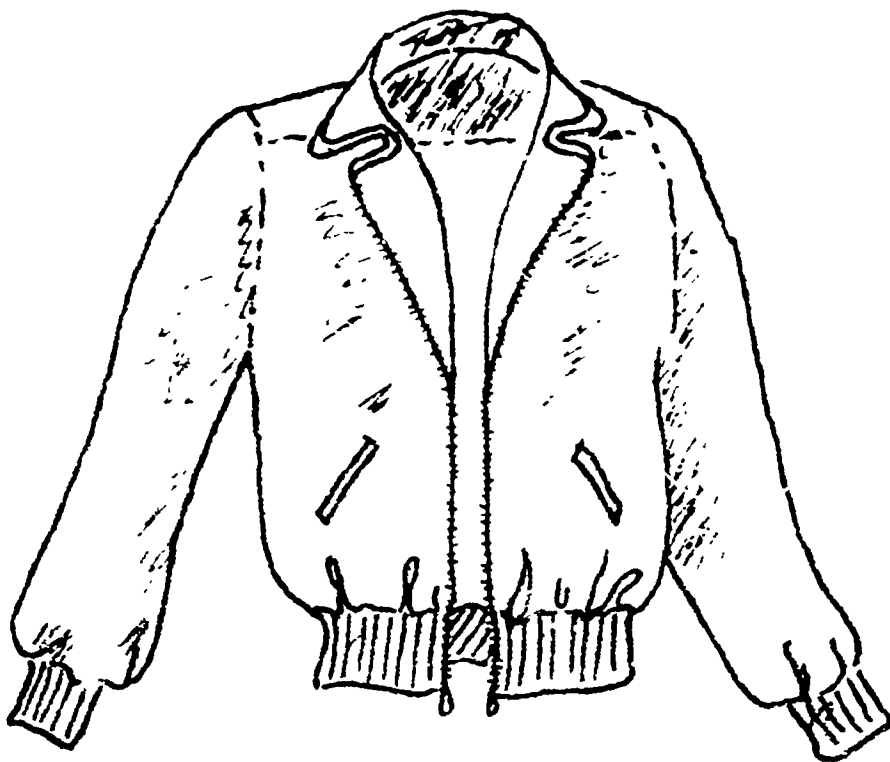


A HORSE

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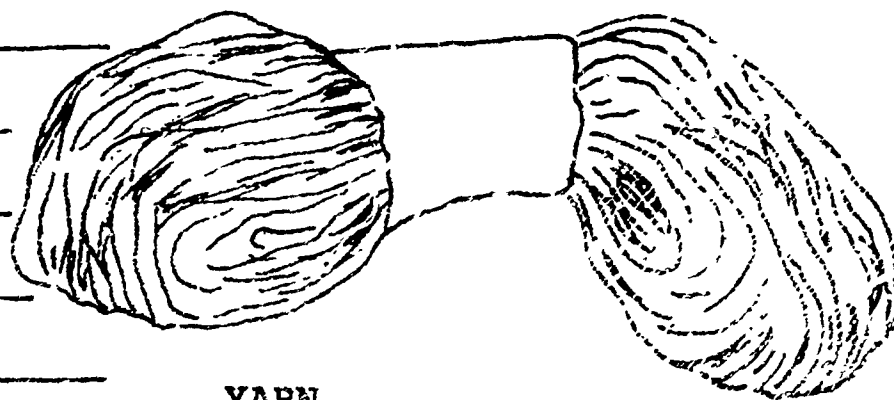
A BOY



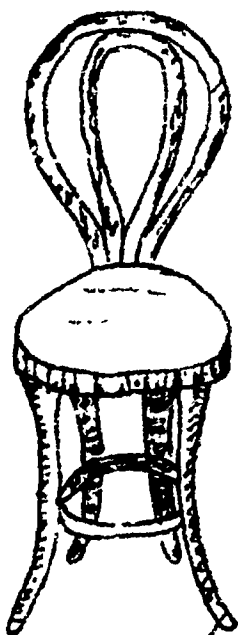
A JACKET

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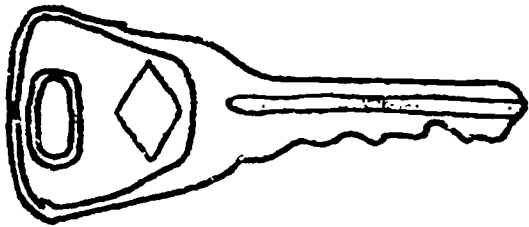
YARN



A CHAIR

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3. _____
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6. _____

1. _____
2. _____
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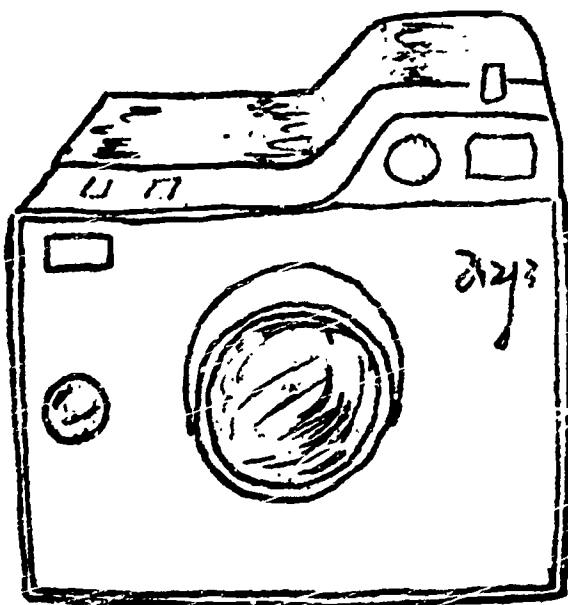


A KEY

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

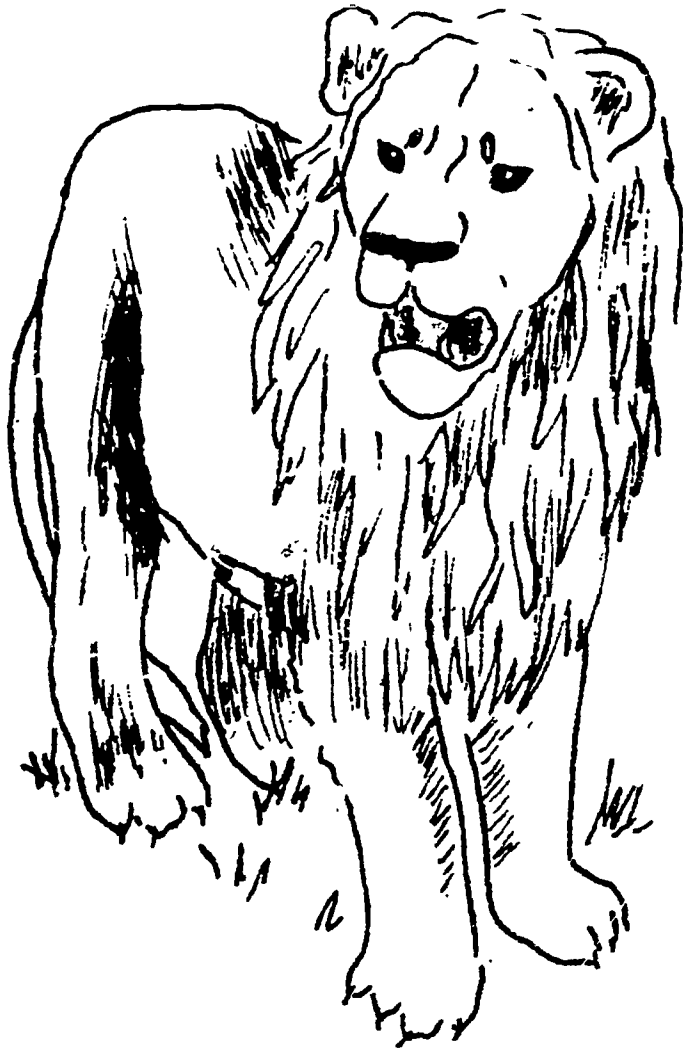


A CAT



A CAMERA

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



A LION

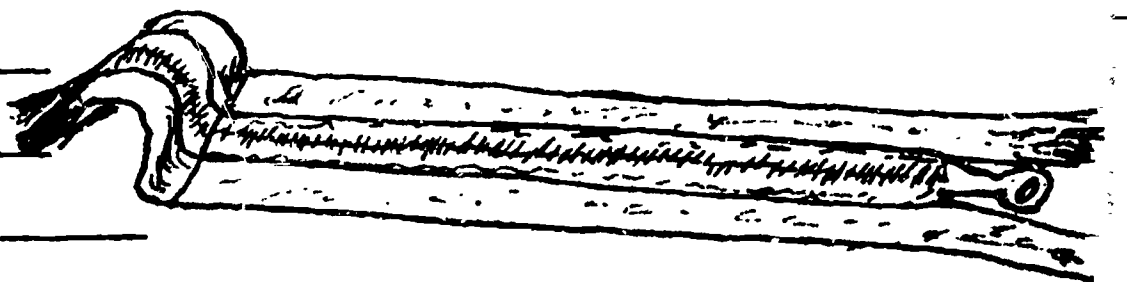
1. _____
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6. _____

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5. _____
6. _____

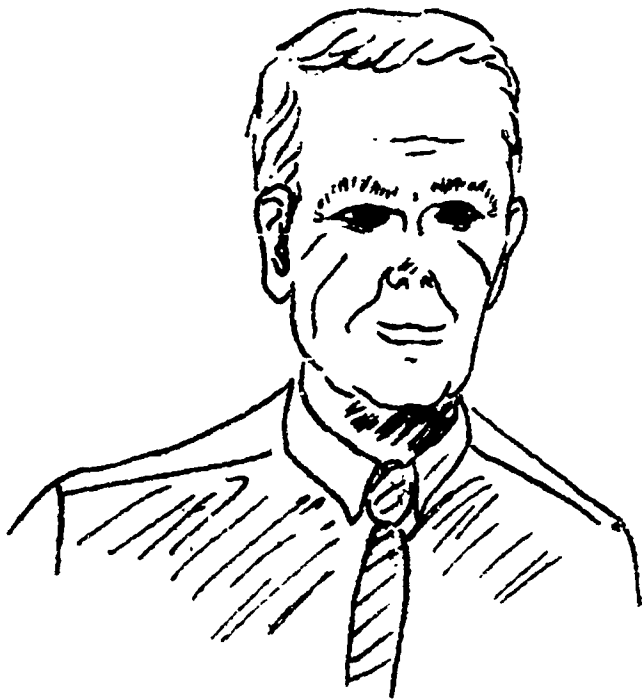


A DOG

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



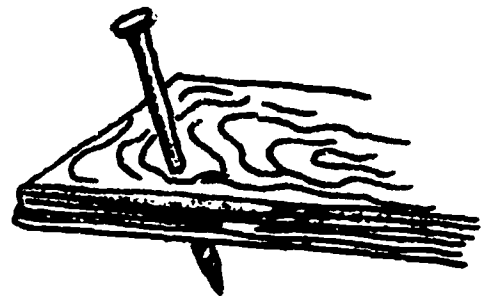
A ZIPPER



A MAN

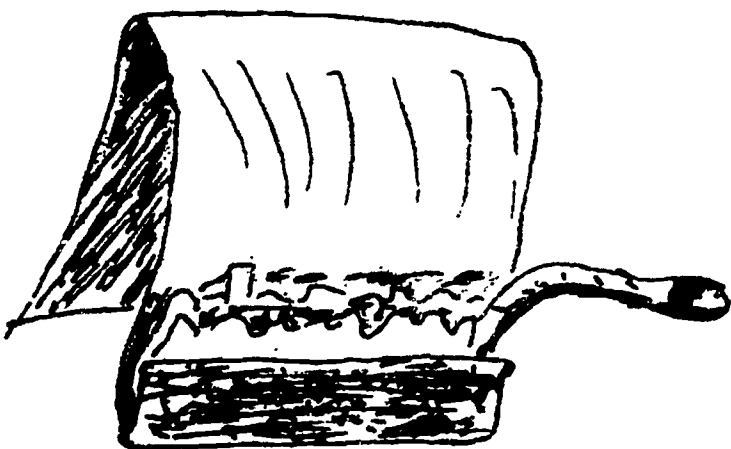
1. _____
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1. _____
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5. _____
6. _____

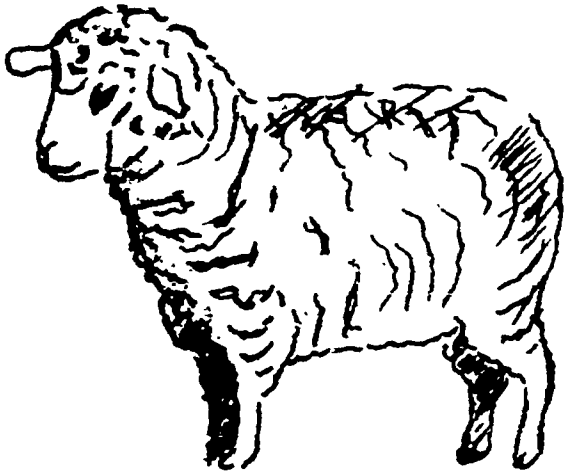


A NAIL

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



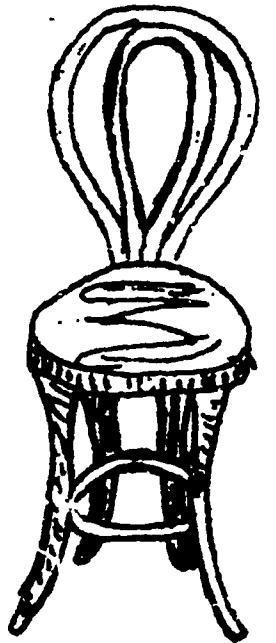
A MATCH



A SHEEP

1. _____
2. _____
3. _____
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6. _____

1. _____
2. _____
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6. _____

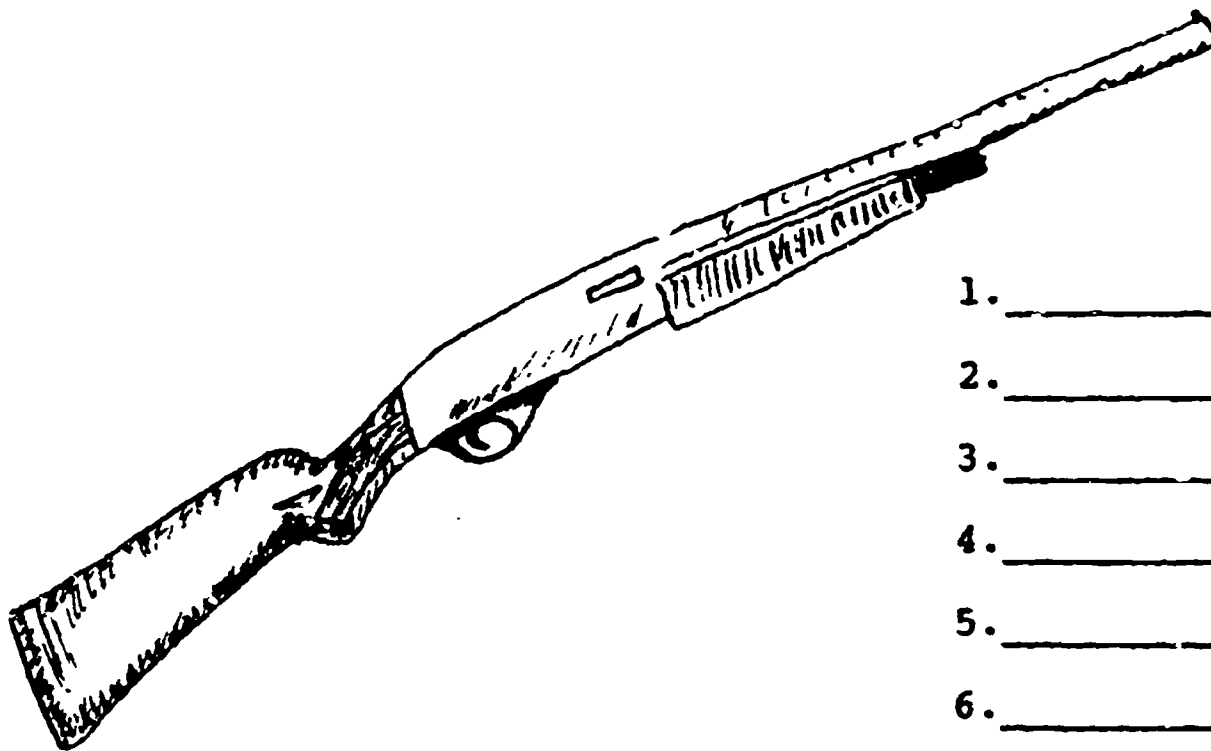


A CHAIR



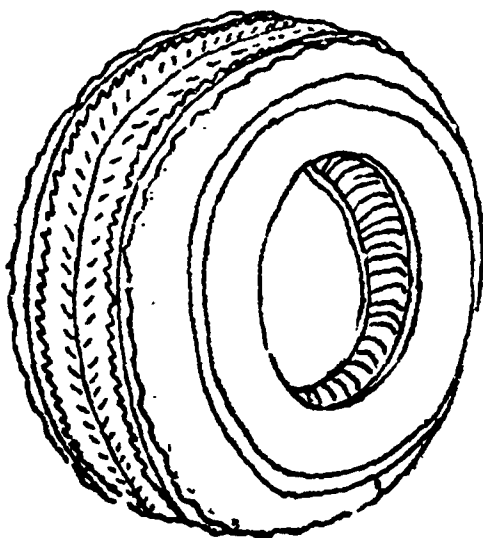
A SHIRT

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



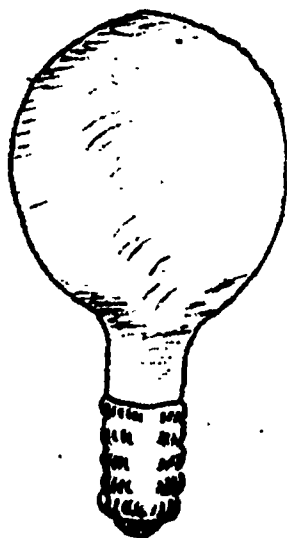
A RIFLE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



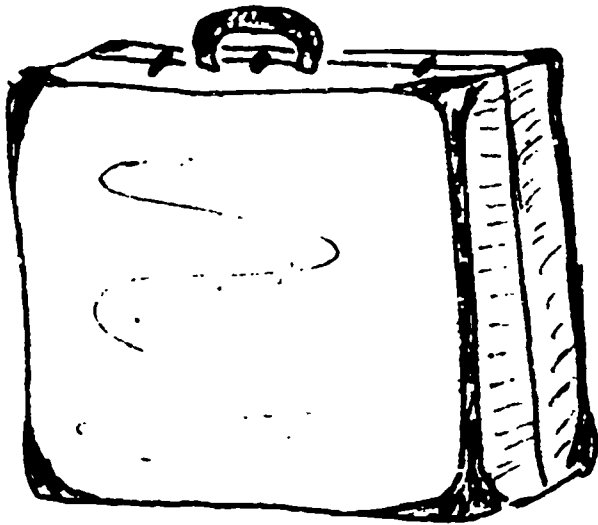
A TIRE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



A LIGHT BULB

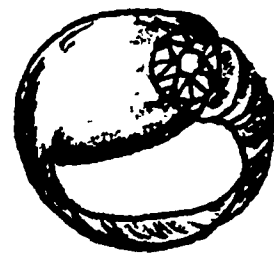
1. _____
2. _____
3. _____
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6. _____



A SUITCASE

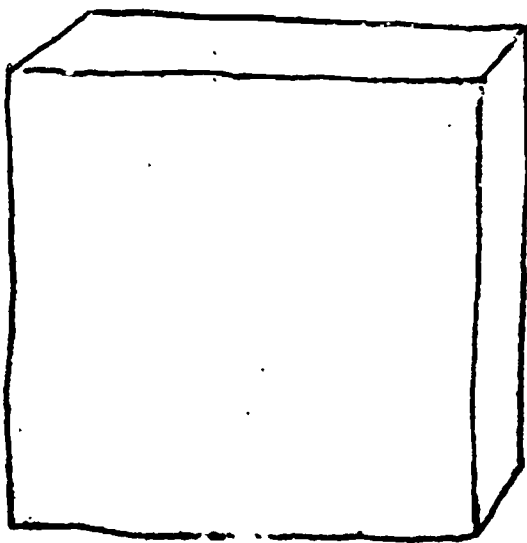
1. _____
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6. _____

1. _____
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5. _____
6. _____



A RING

1. _____
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5. _____
6. _____

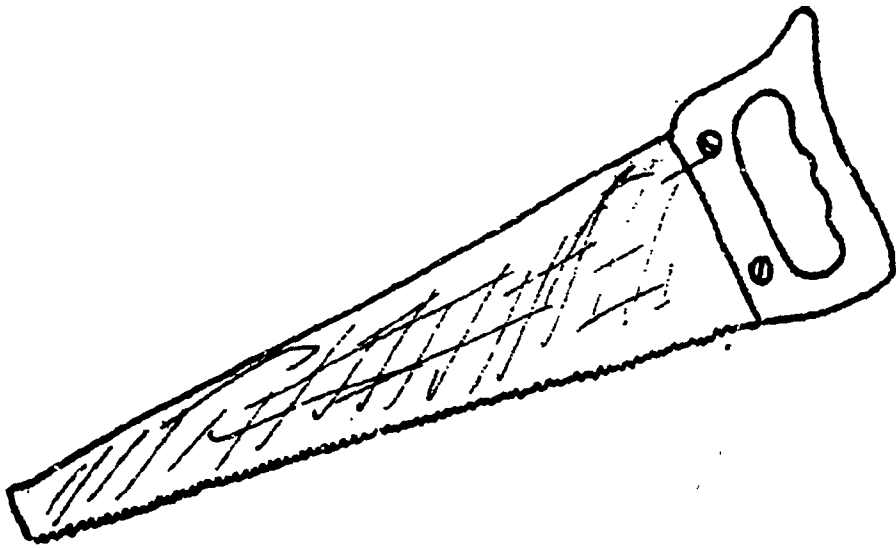


A BLOCK



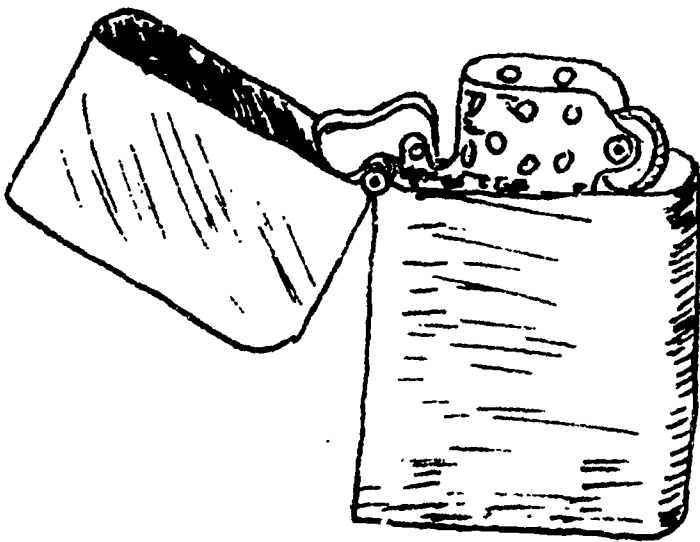
A TIE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



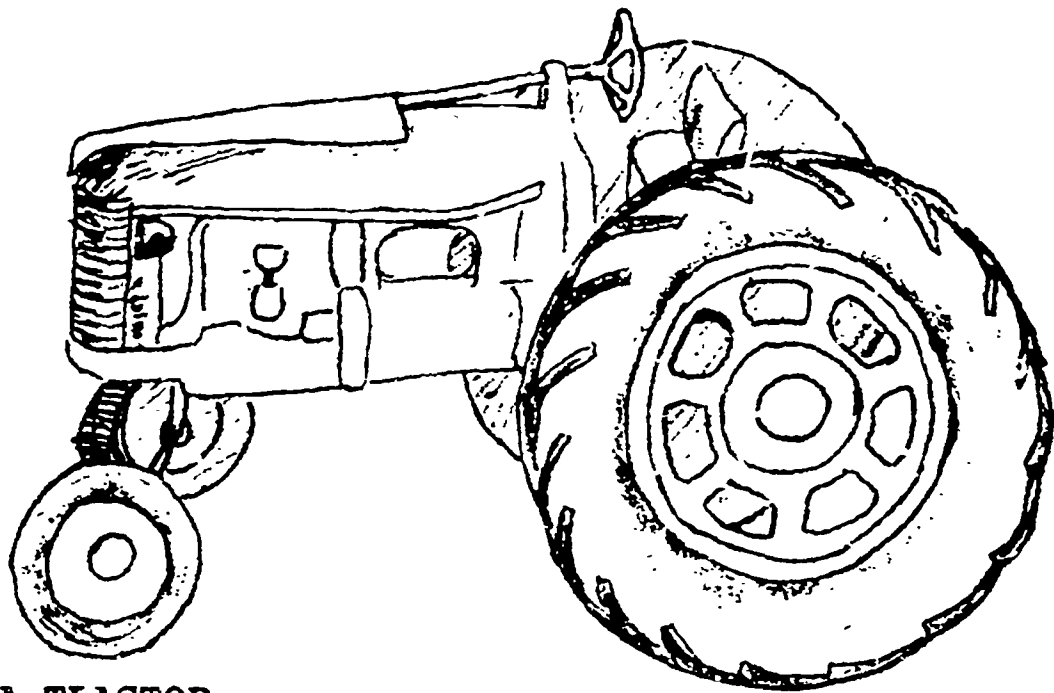
A SAW

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



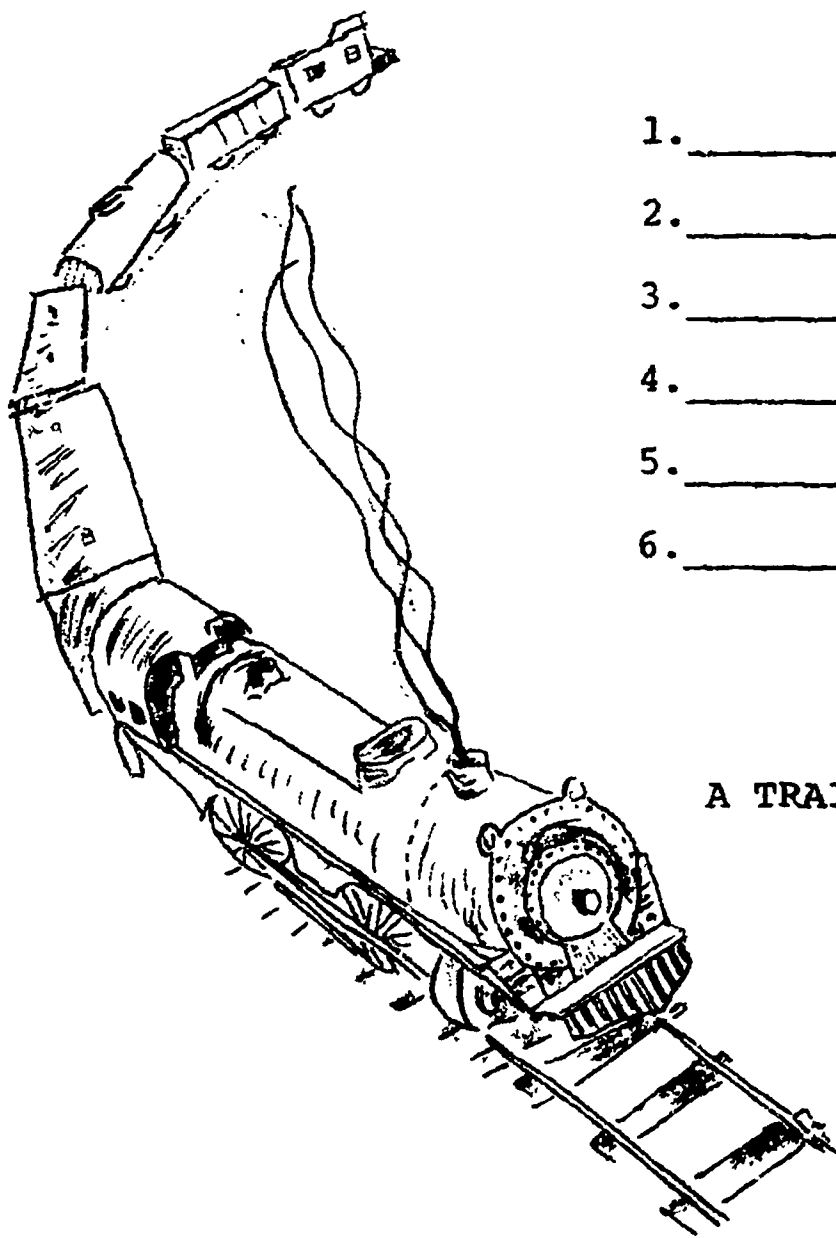
A LIGHTER

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



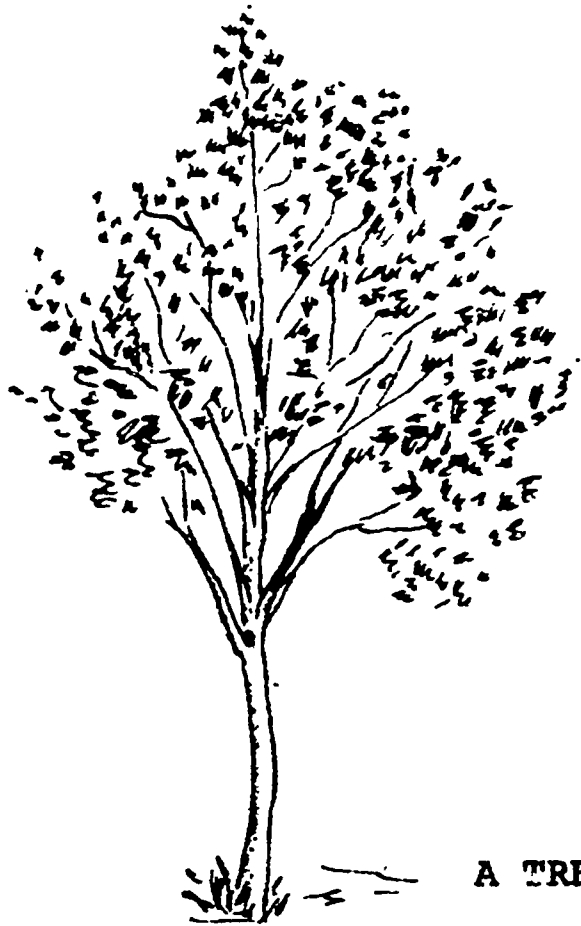
A TRACTOR

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



A TRAIN

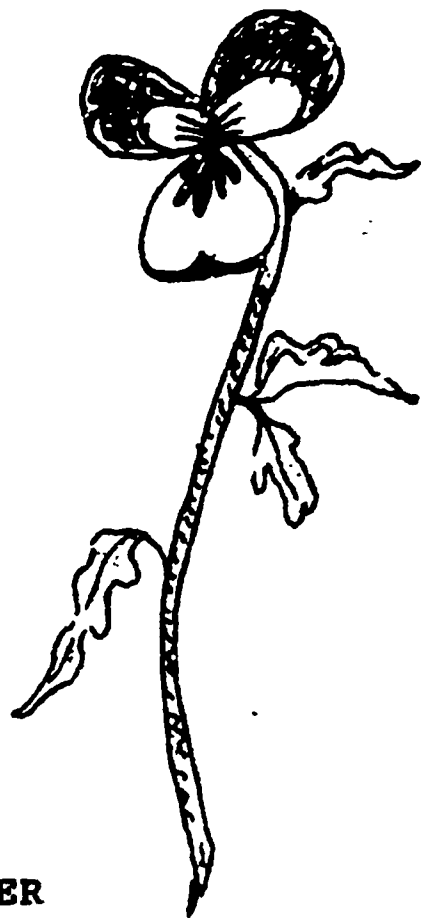
1. _____
2. _____
3. _____
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6. _____



A TREE

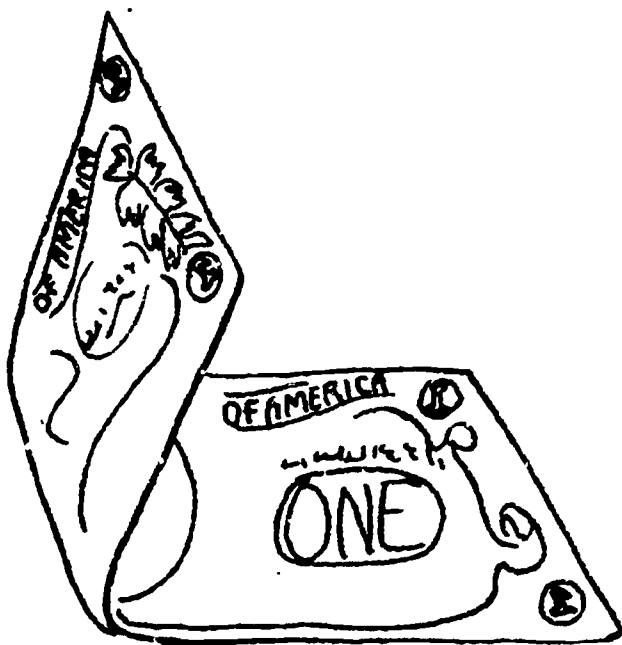
1. _____
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6. _____

1. _____
2. _____
3. _____
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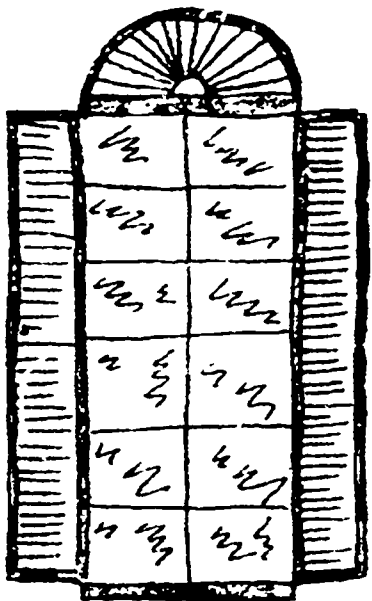


A FLOWER

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

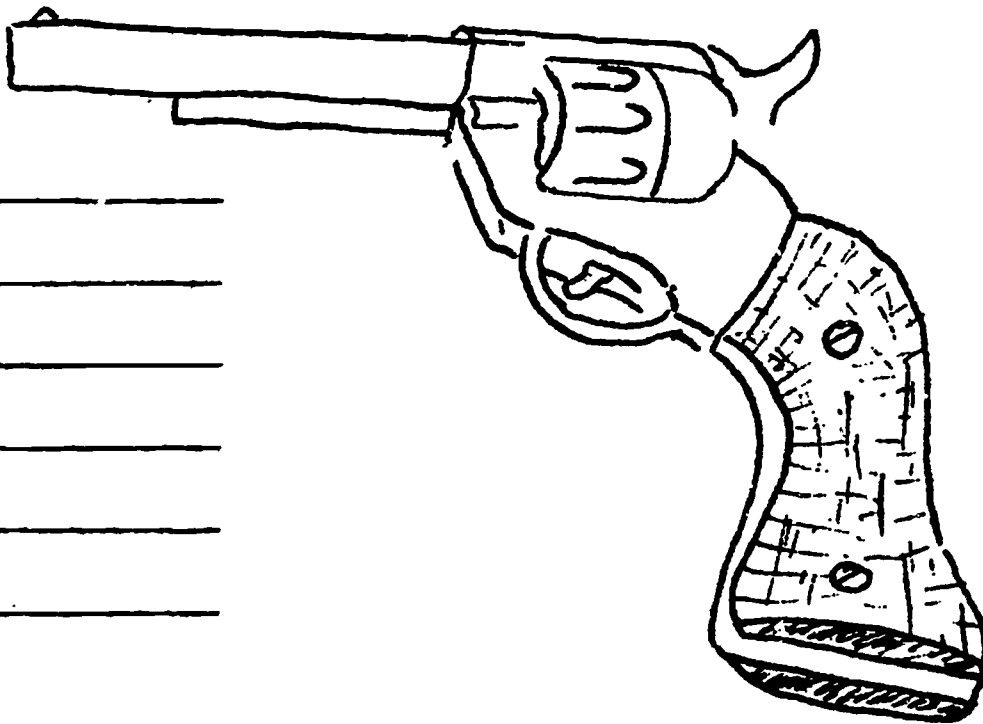


A DOLLAR



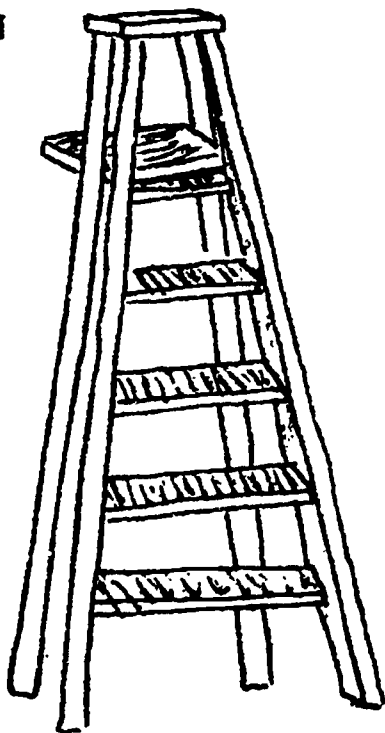
A WINDOW

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

A GUN



A LADDER

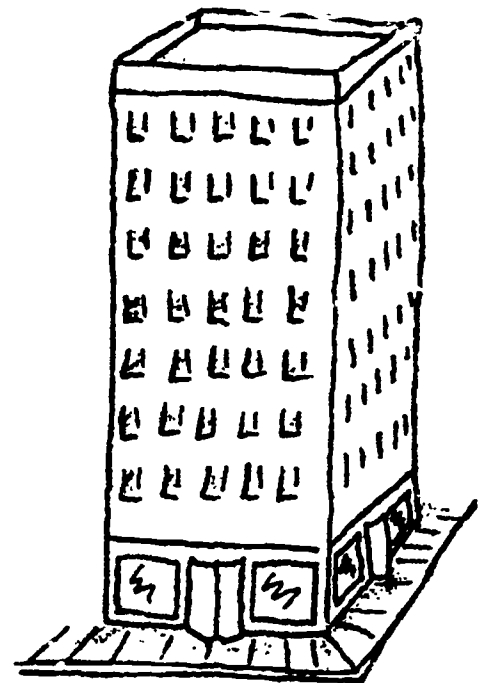
1. _____
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6. _____

1. _____
2. _____
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6. _____



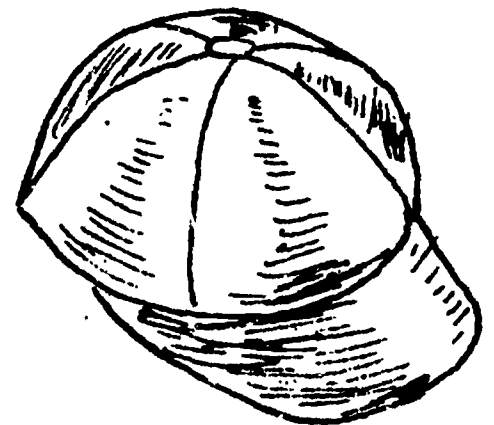
A WOMAN

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



A BUILDING

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



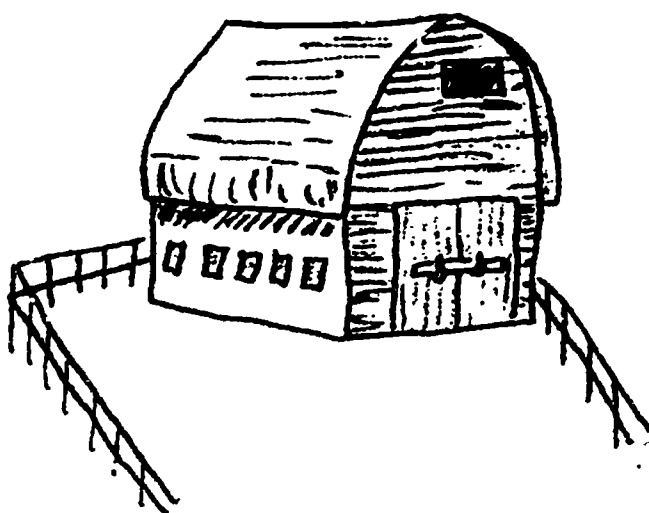
A HAT



A BABY

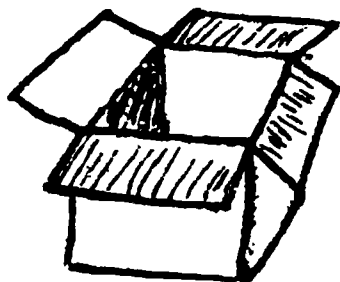
1. _____
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6. _____

1. _____
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4. _____
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6. _____



A BARN

1. _____
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3. _____
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5. _____
6. _____

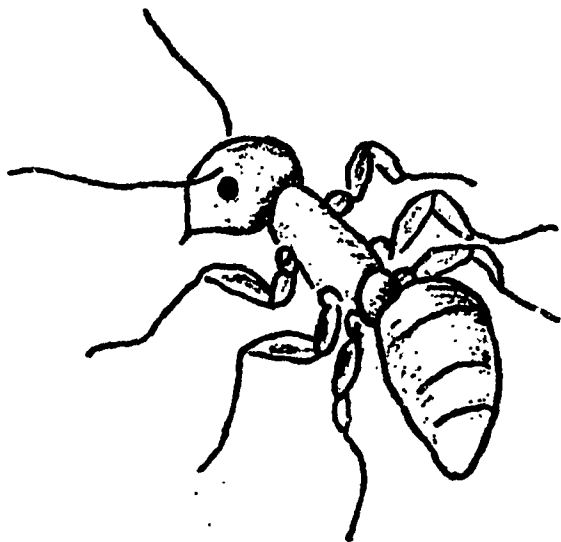


A BOX



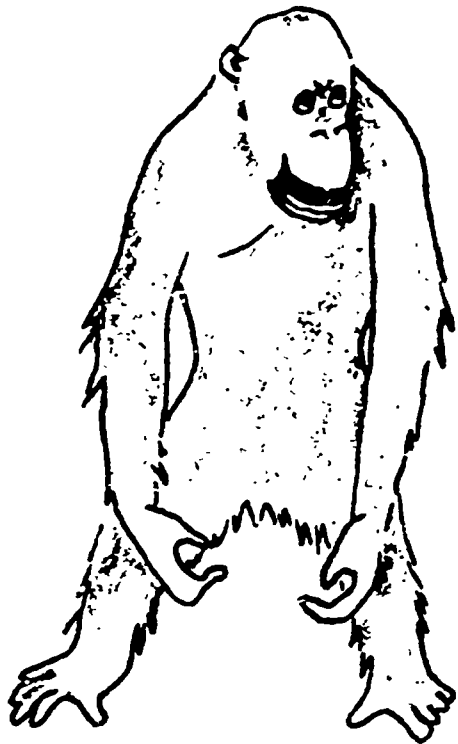
AN ANGEL

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



AN ANT

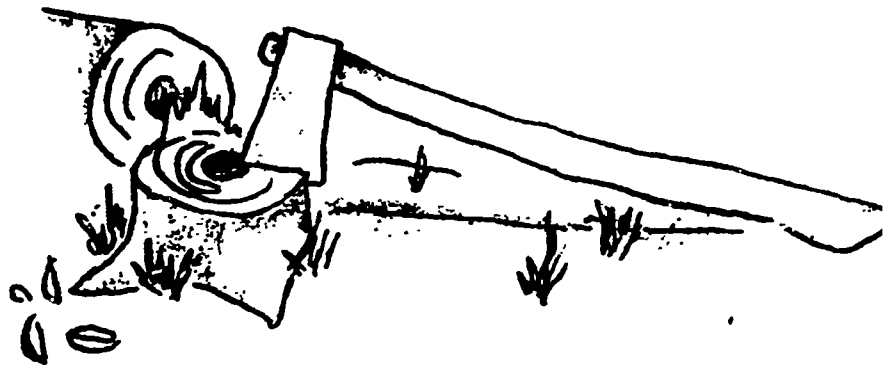
1. _____
2. _____
3. _____
4. _____
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6. _____



AN APE

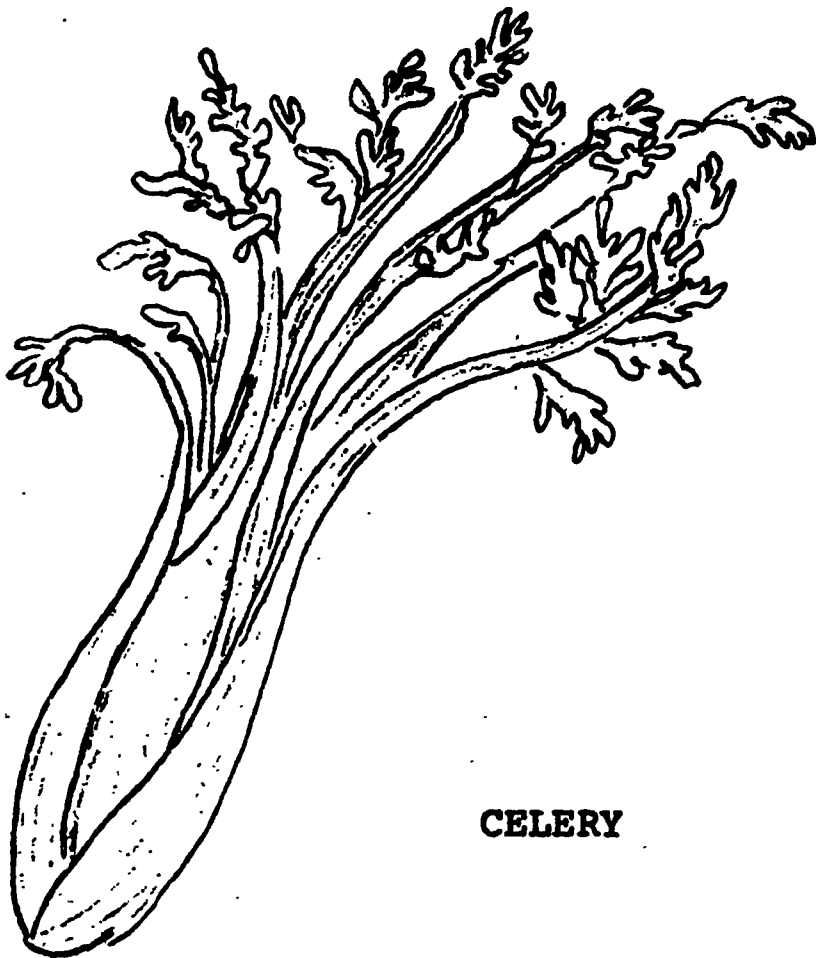
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3. _____
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5. _____
6. _____

1. _____
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3. _____
4. _____
5. _____
6. _____

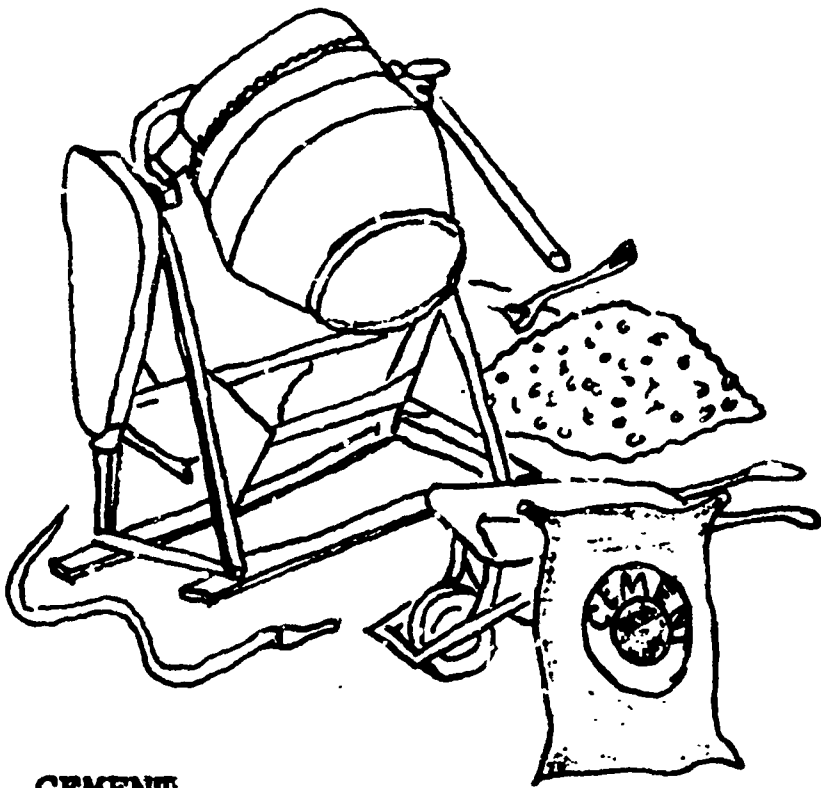


AN AX

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



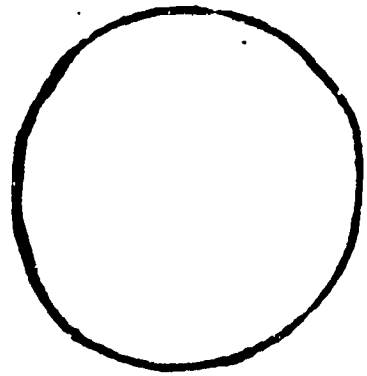
CELERY



CEMENT

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

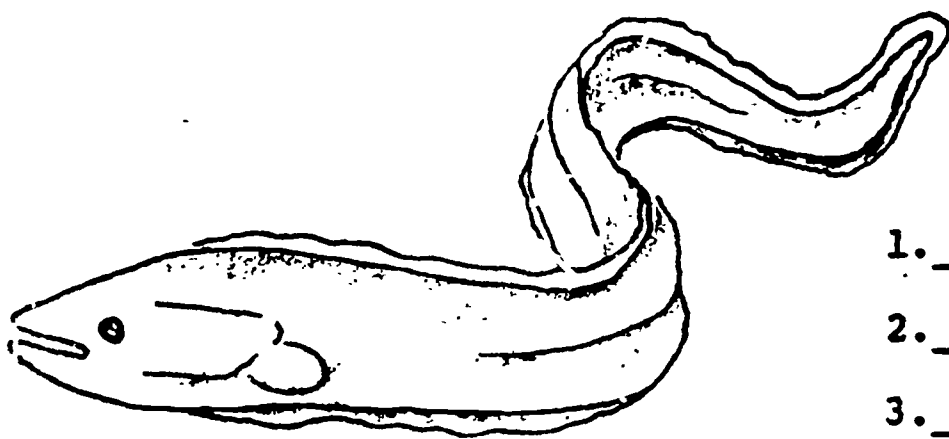


A CIRCLE



AN EAR

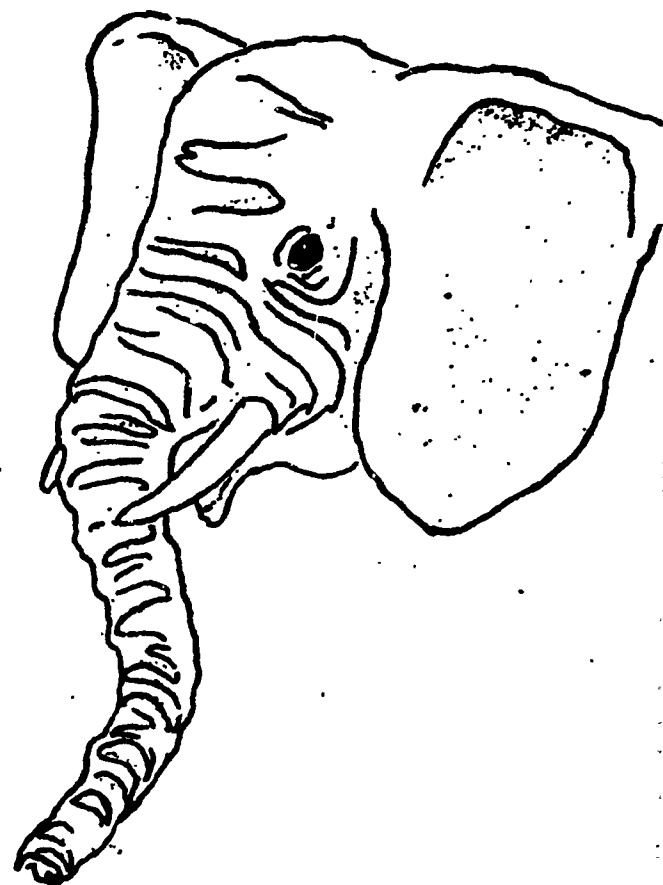
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



AN EEL

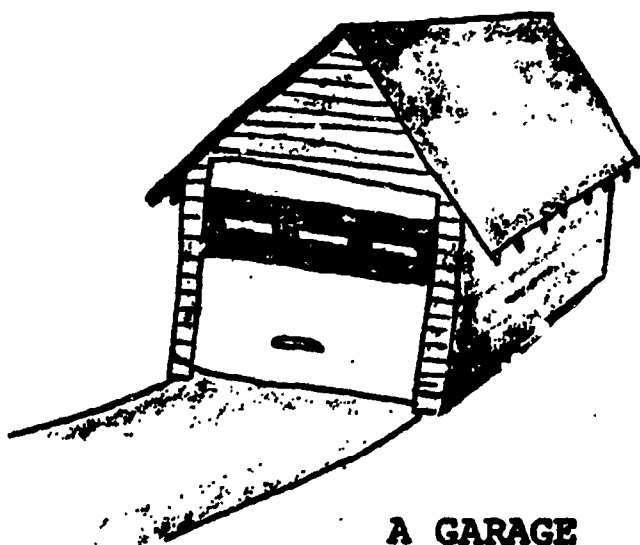
1. _____
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6. _____

1. _____
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3. _____
4. _____
5. _____
6. _____

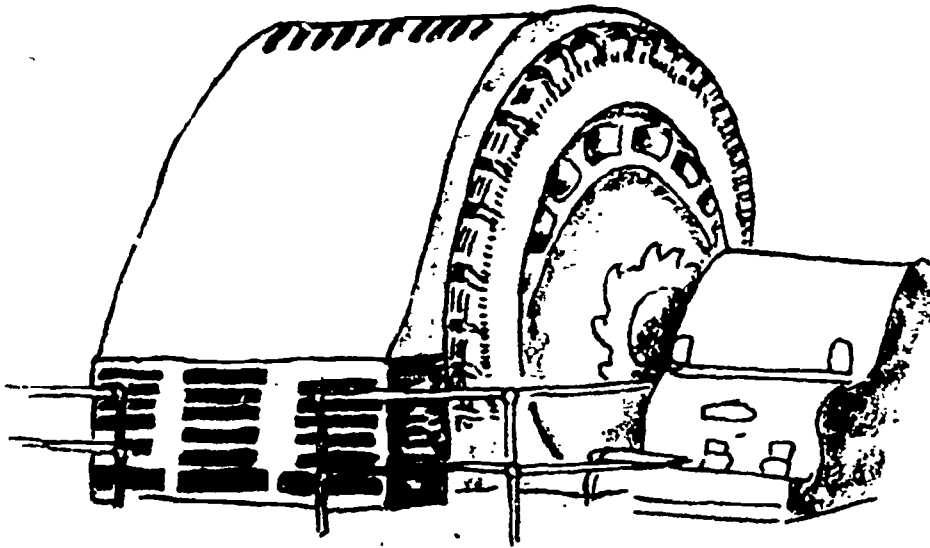


AN ELEPHANT

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

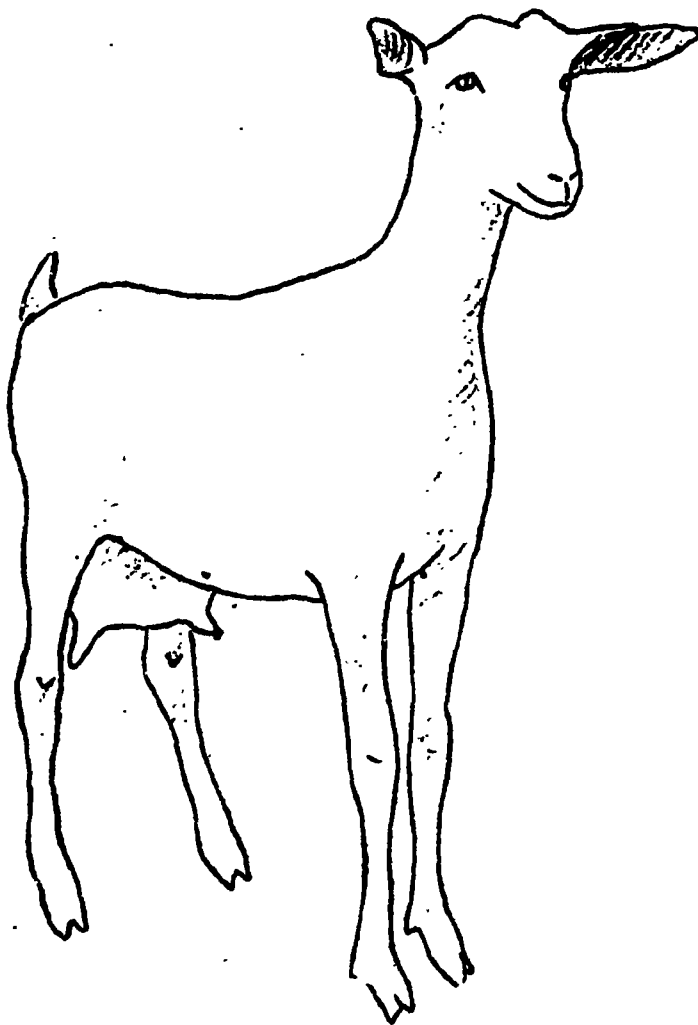


A GARAGE



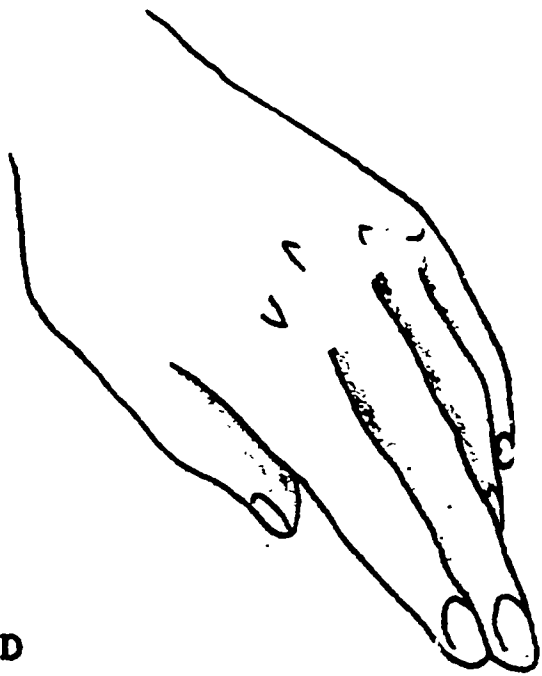
A GENERATOR

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



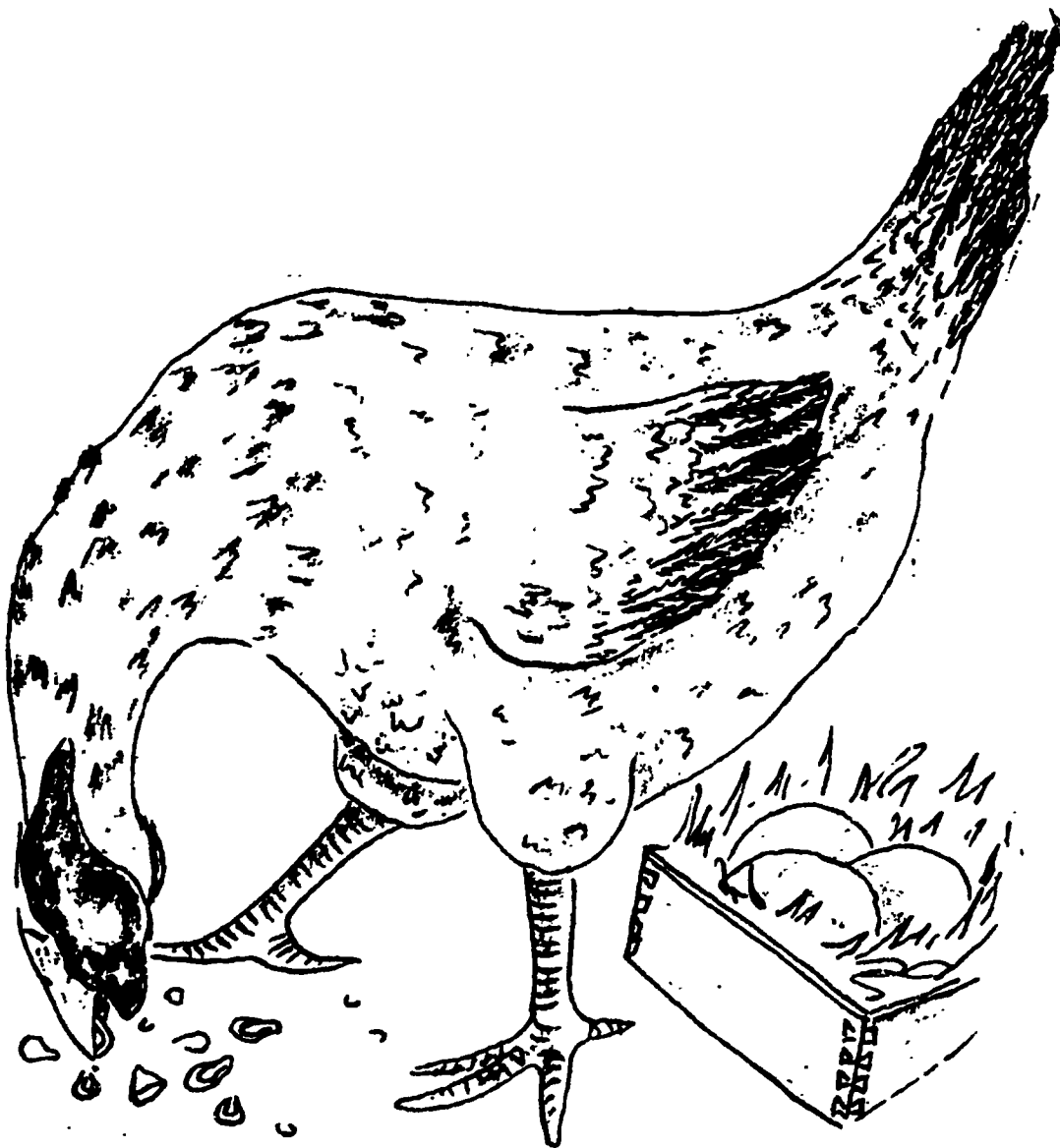
A GOAT

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



A HAND

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



A HEN

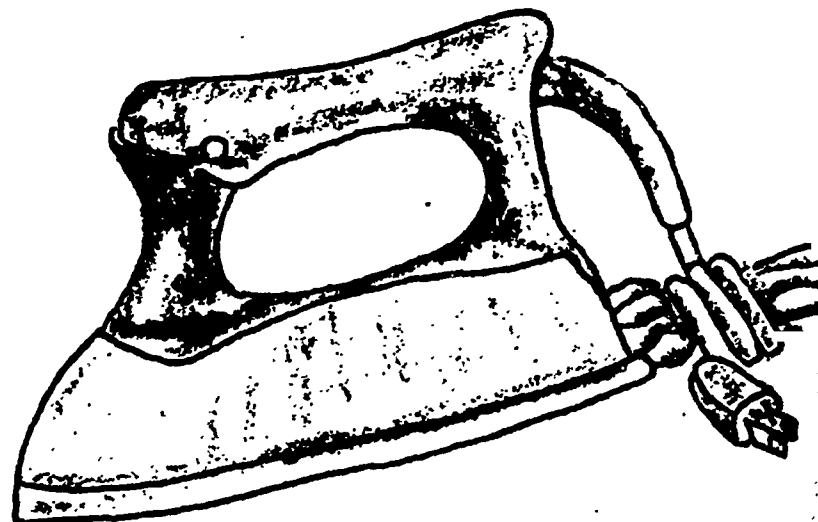
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

AN INDIAN



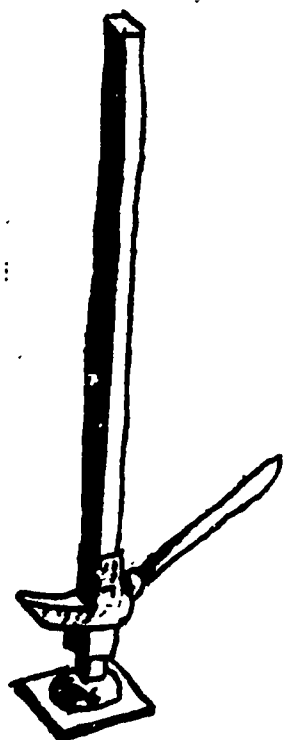
1. _____
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3. _____
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6. _____

1. _____
2. _____
3. _____
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5. _____
6. _____

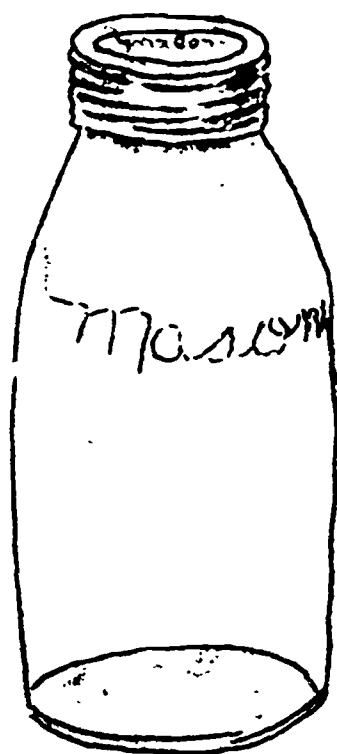


AN IRON

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



A JACK (CAR)



A JAR

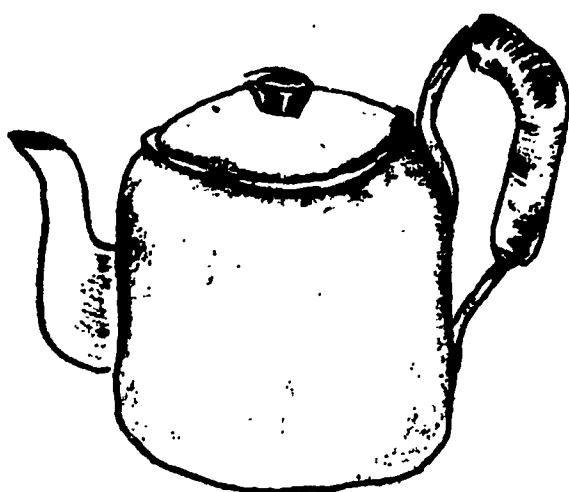
1. _____
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6. _____

1. _____
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5. _____
6. _____

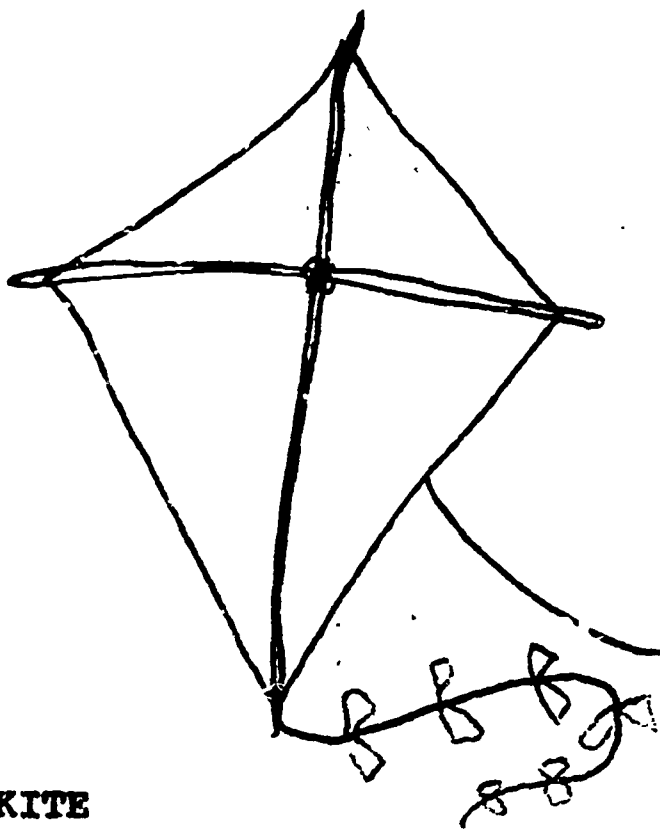


A JUG

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

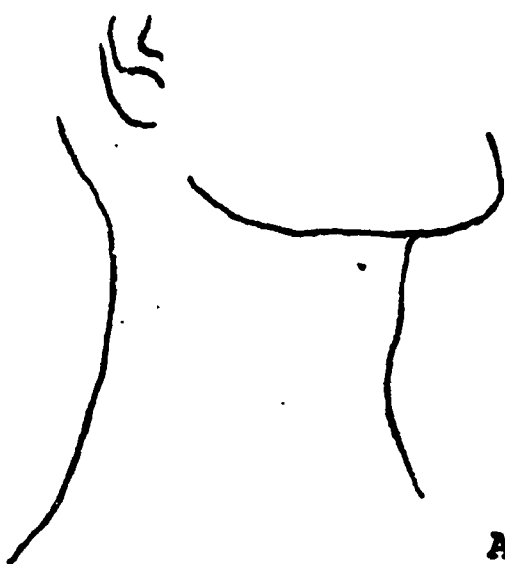


A KETTLE



A KITE

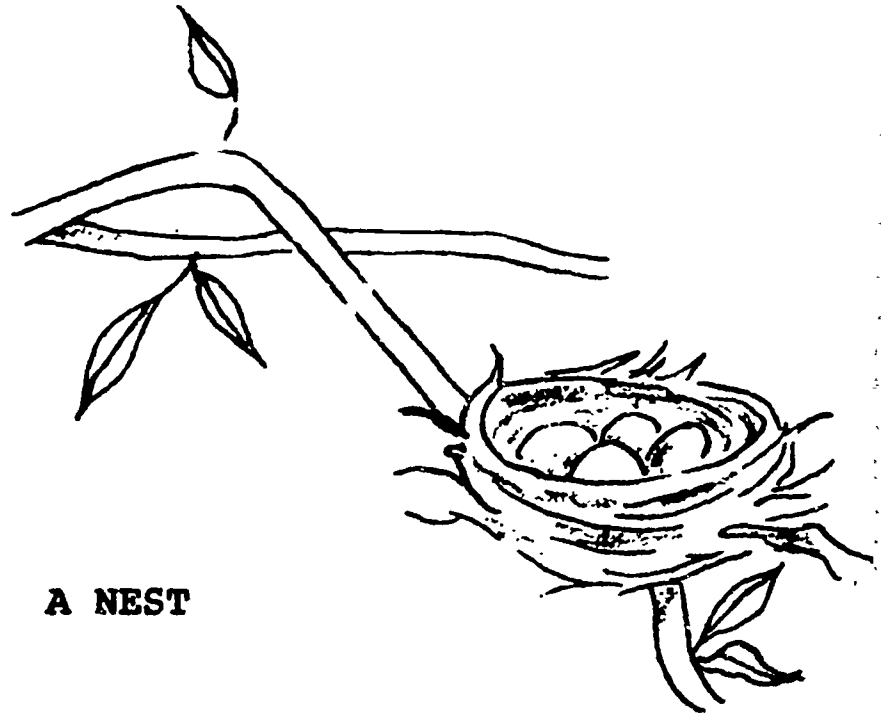
1. _____
2. _____
3. _____
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6. _____



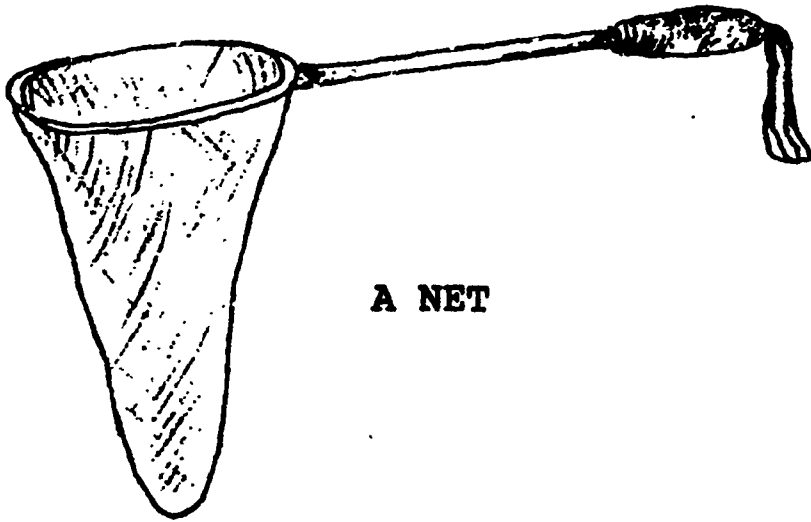
A NECK

1. _____
2. _____
3. _____
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5. _____
6. _____

1. _____
2. _____
3. _____
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5. _____
6. _____



A NEST



A NET

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

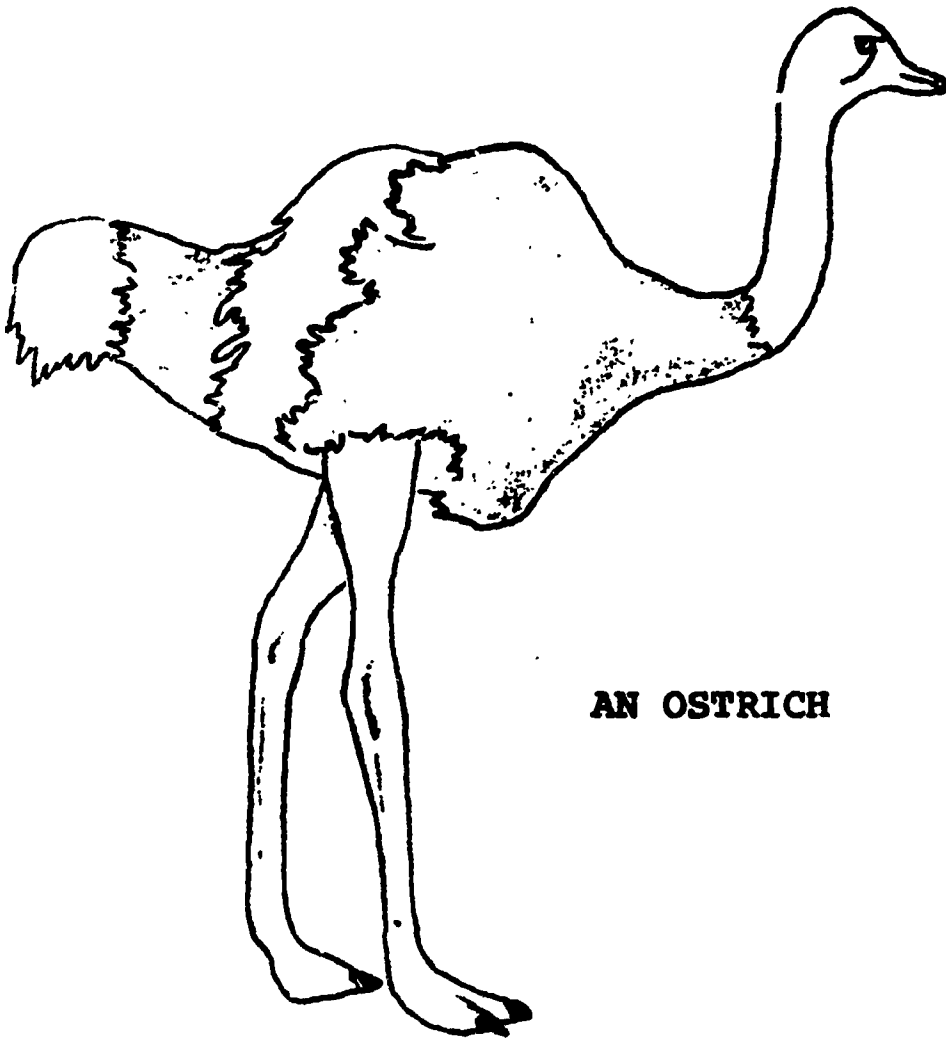
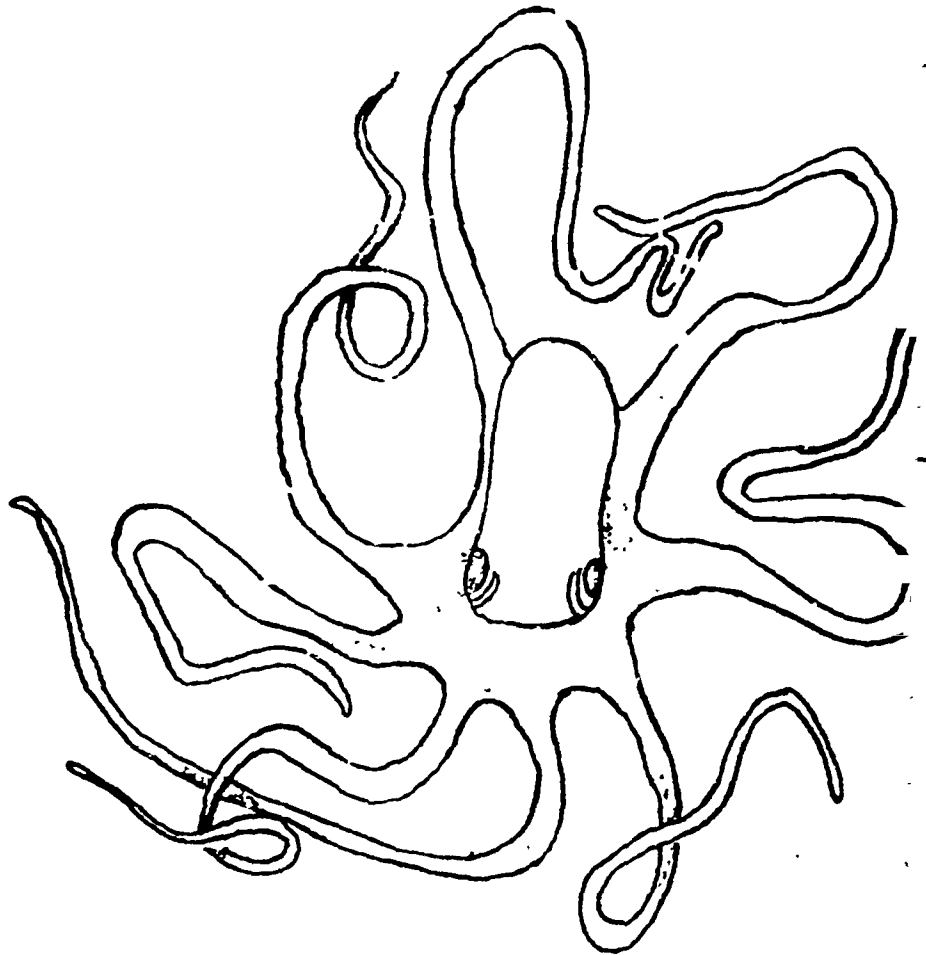


A NOSE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

AN OCTOPUS



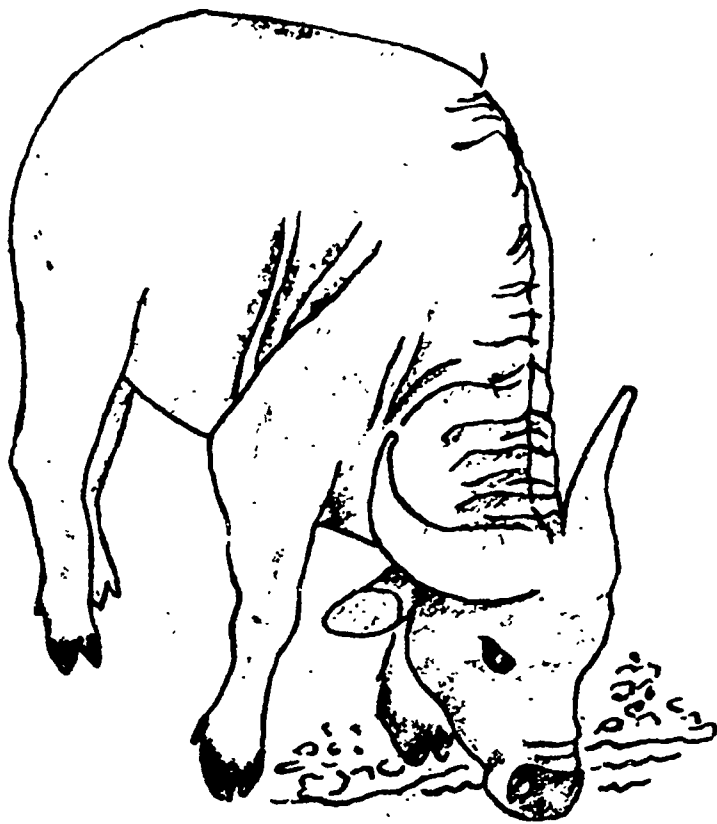
AN OSTRICH

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

OVERALLS

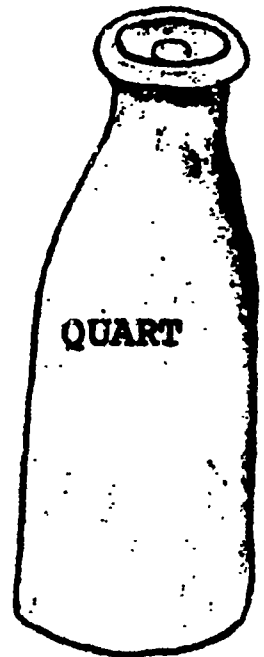




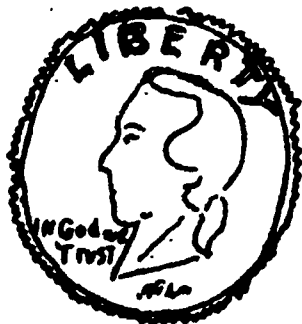
AN OX

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. _____
2. _____
3. _____
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6. _____

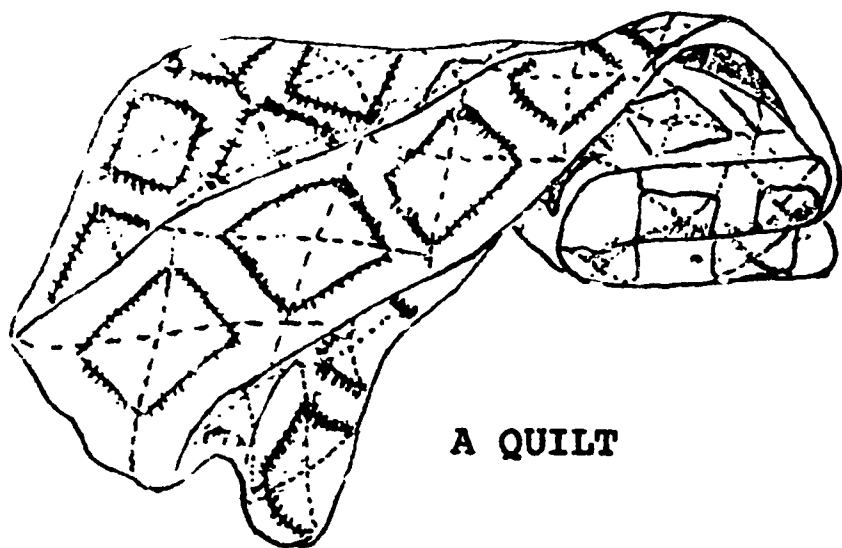


A QUART (OF MILK)



A QUARTER

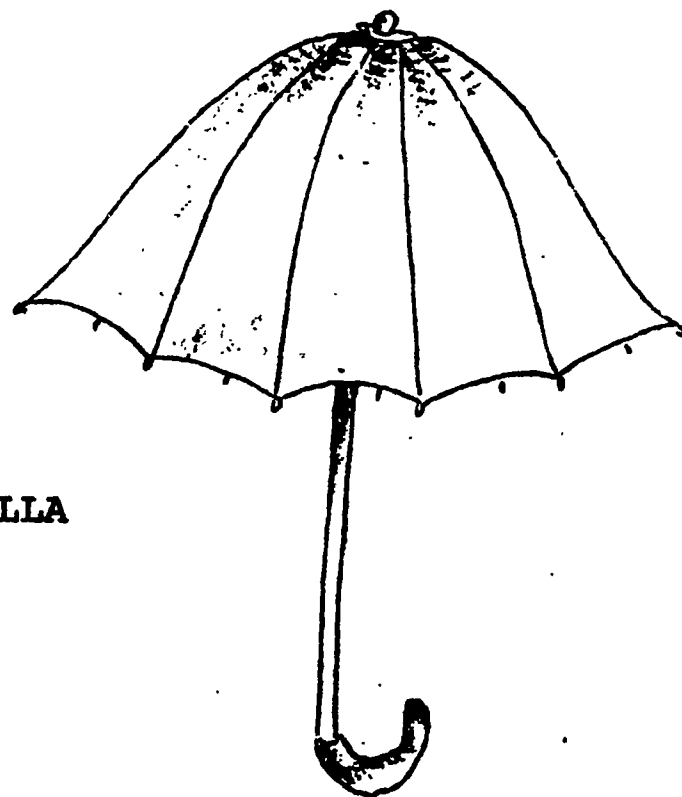
1. _____
2. _____
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6. _____



A QUILT

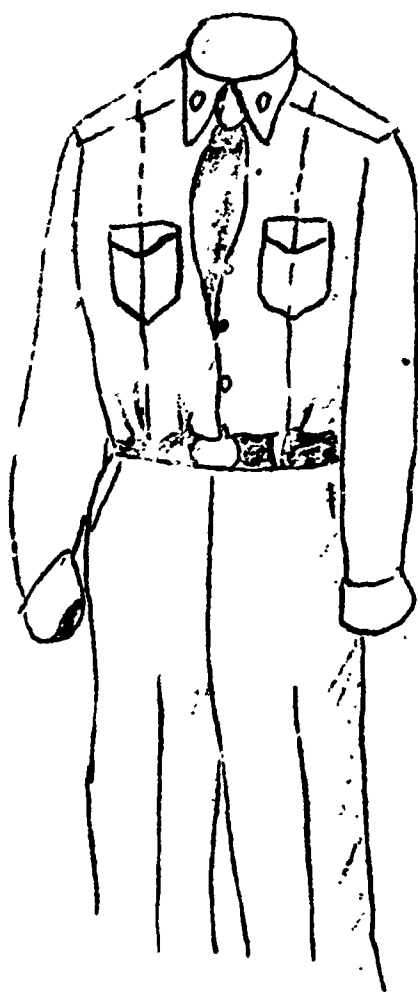
1. _____
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5. _____
6. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

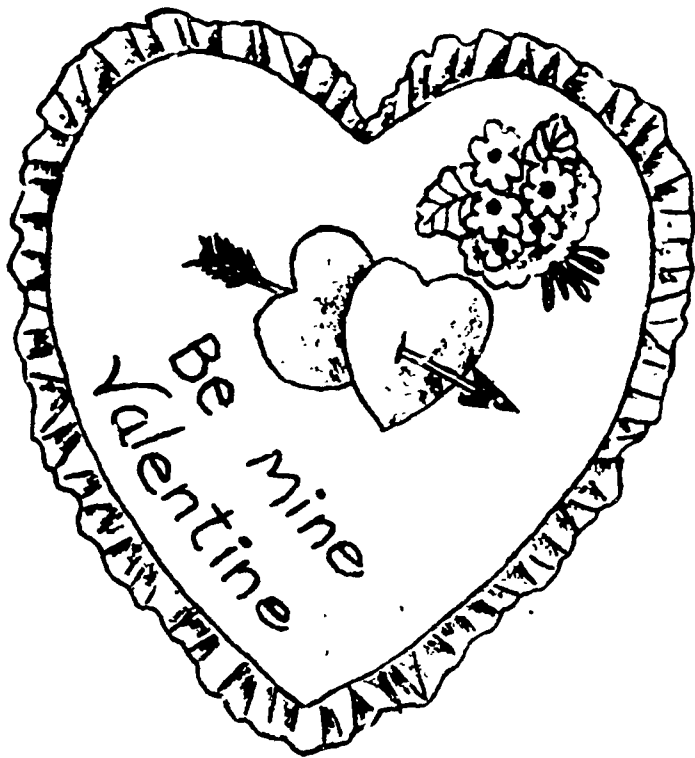


AN UMBRELLA

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

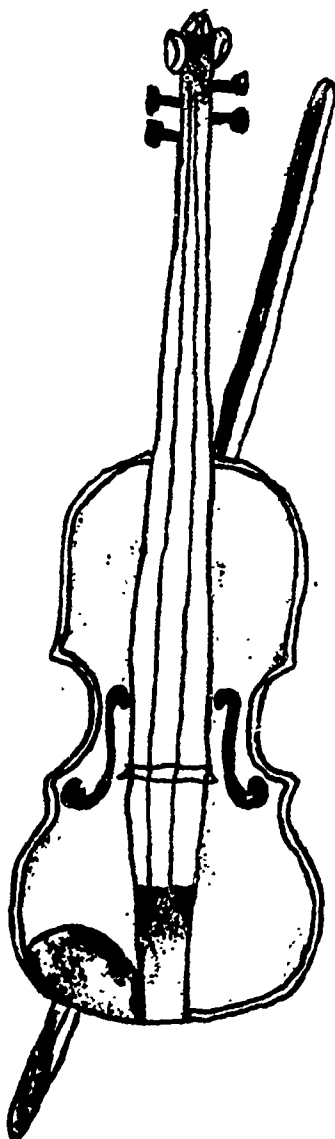


A UNIFORM



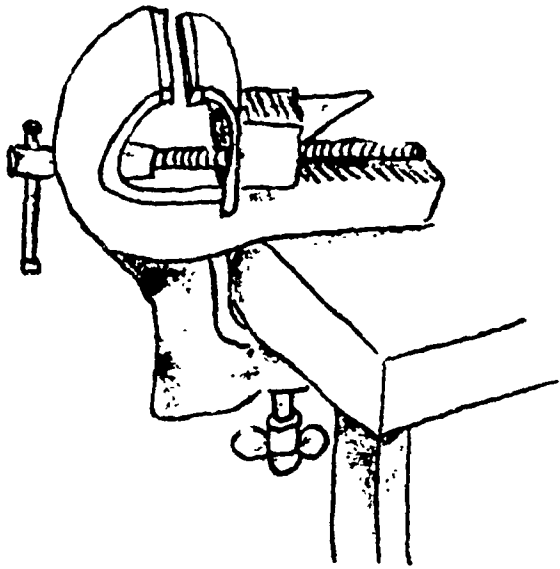
A VALENTINE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



A VIOLIN

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



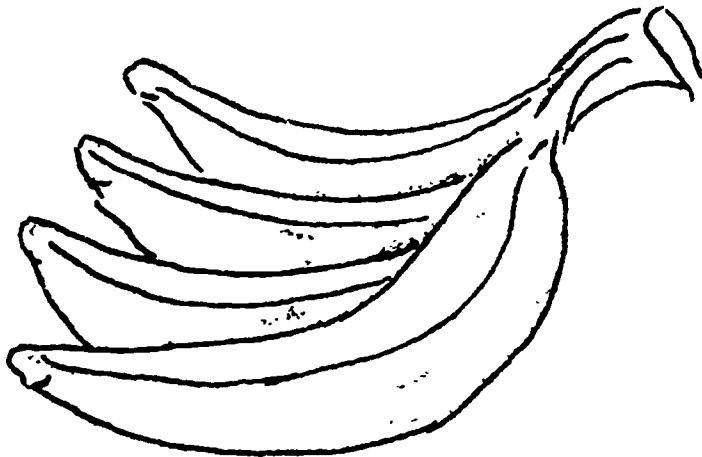
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

A VISE (WORK BENCH)



A ZEBRA

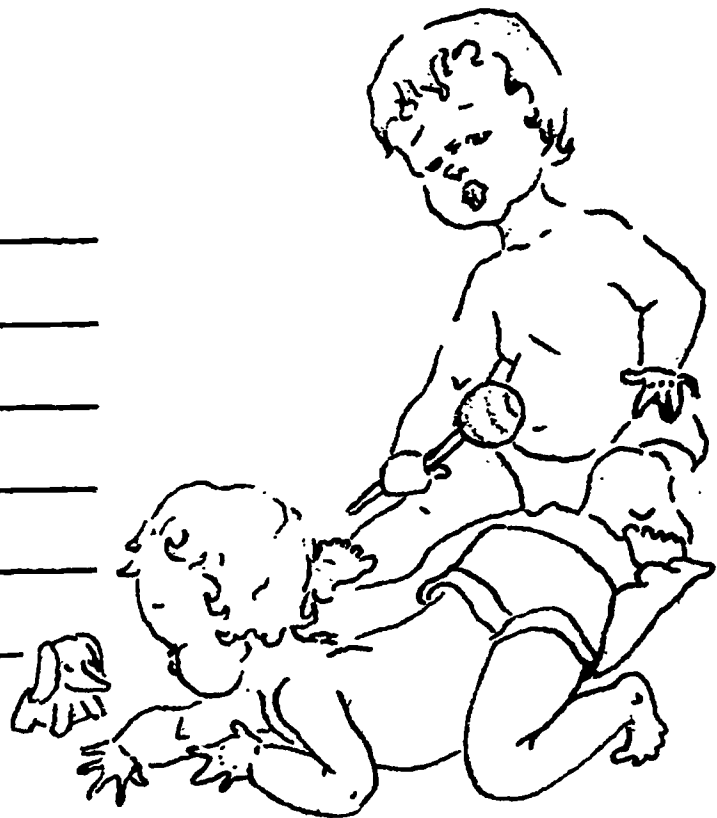
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



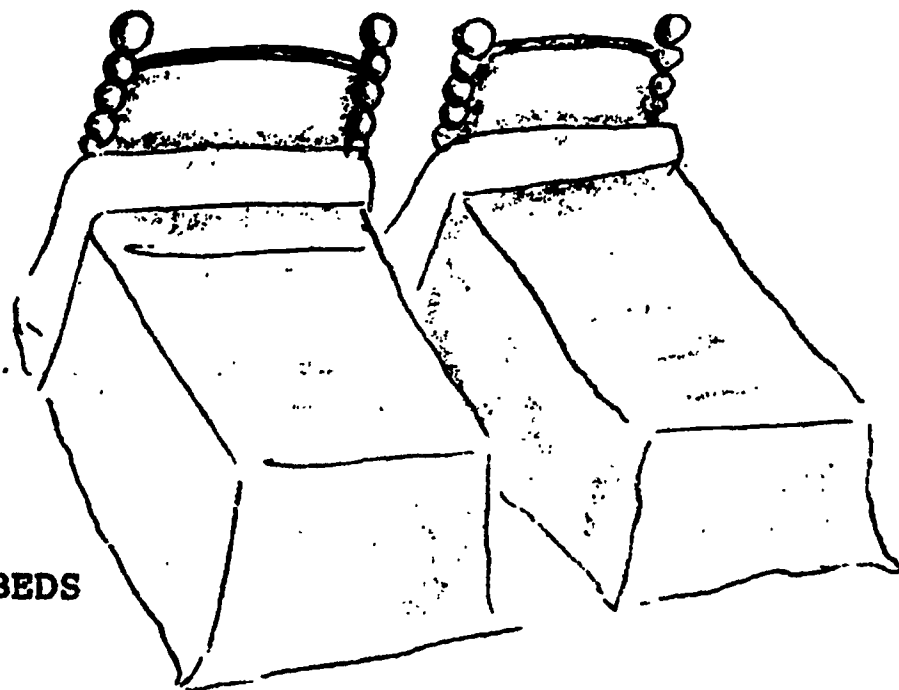
BANANAS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. _____
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5. _____
6. _____

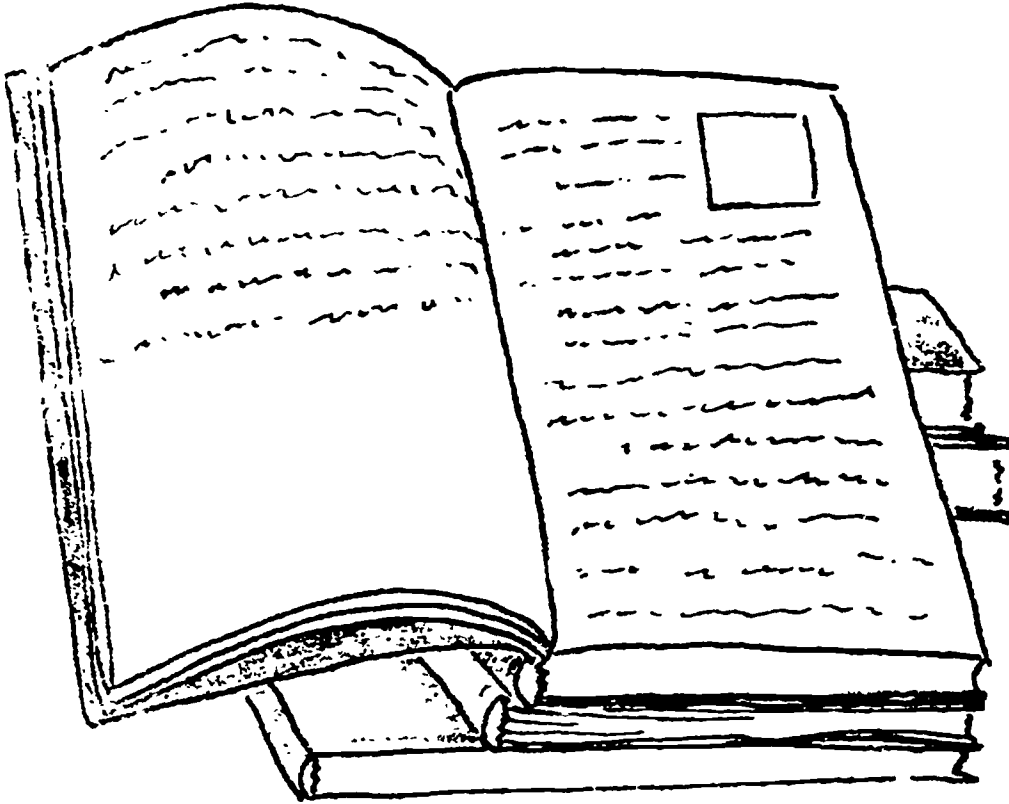


BABIES



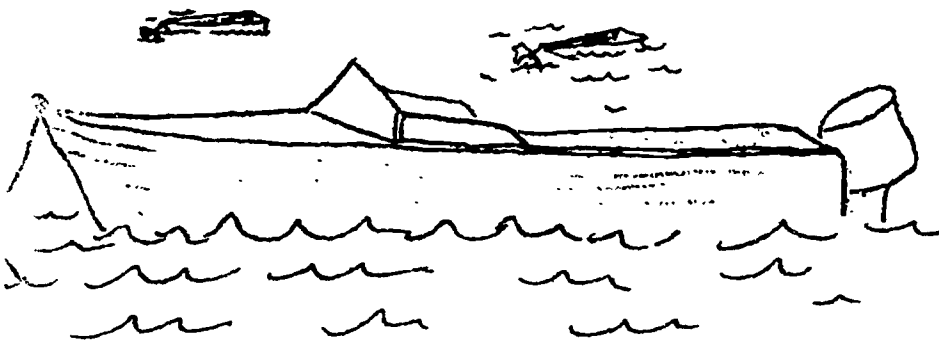
BEDS

1. _____
2. _____
3. _____
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5. _____
6. _____



1. _____
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5. _____
6. _____

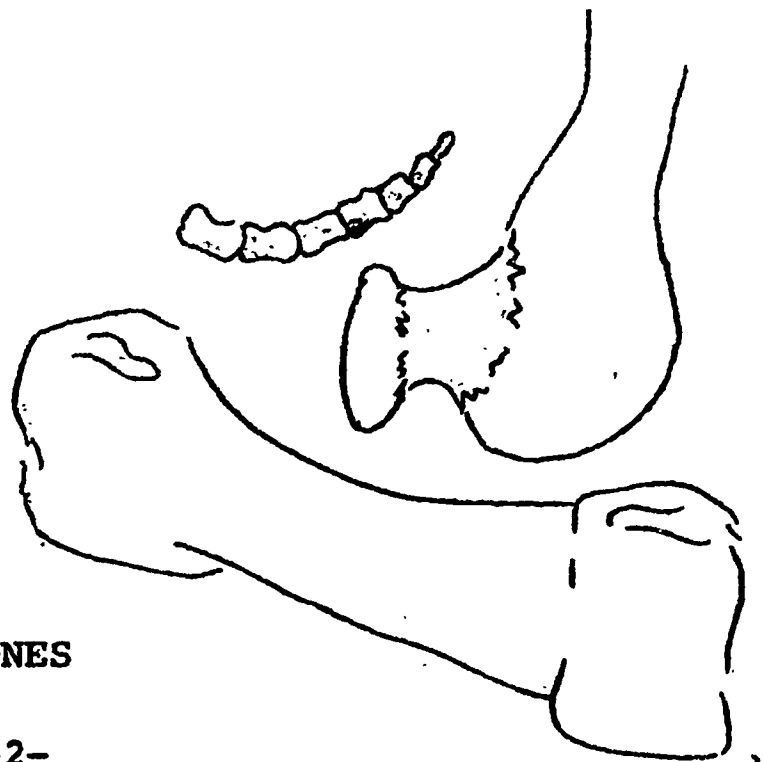
BOOKS



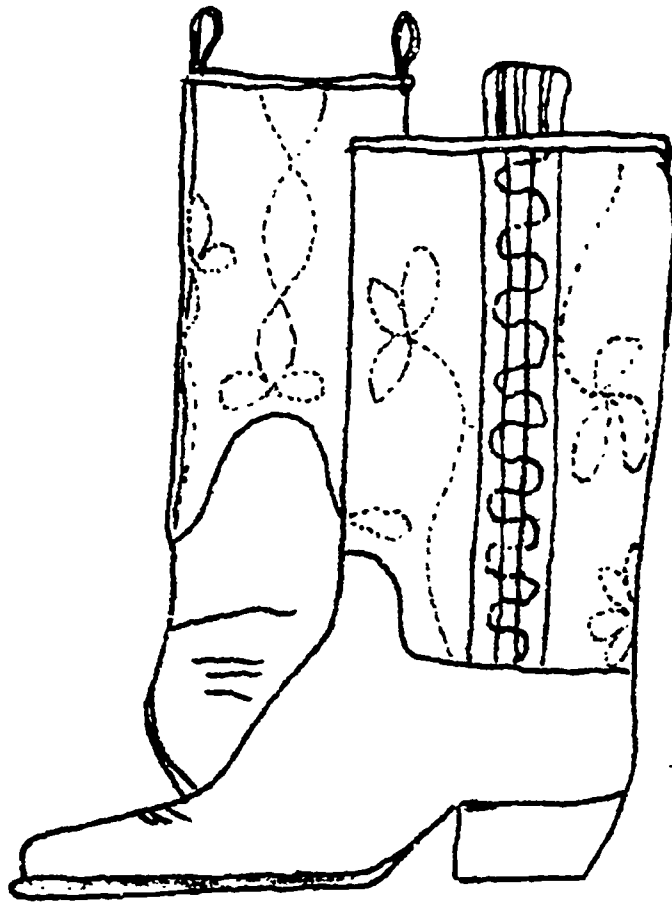
1. _____
2. _____
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4. _____
5. _____
6. _____

BOATS

1. _____
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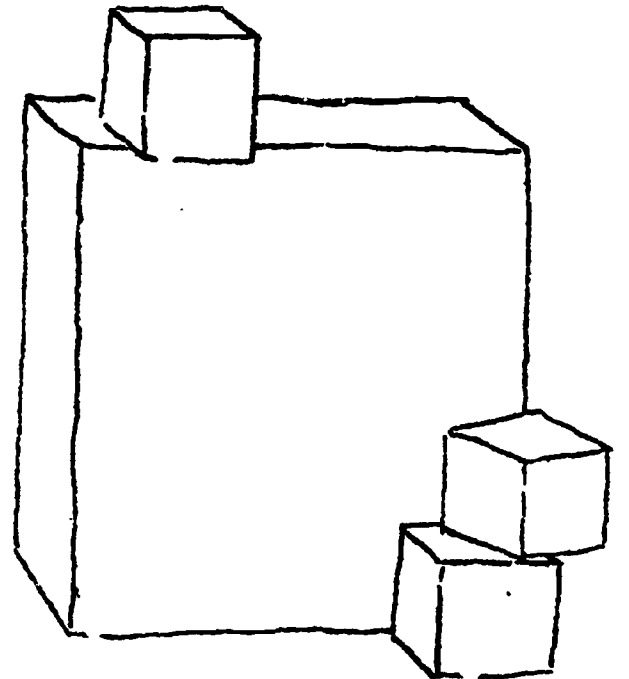
BONES



BOOTS

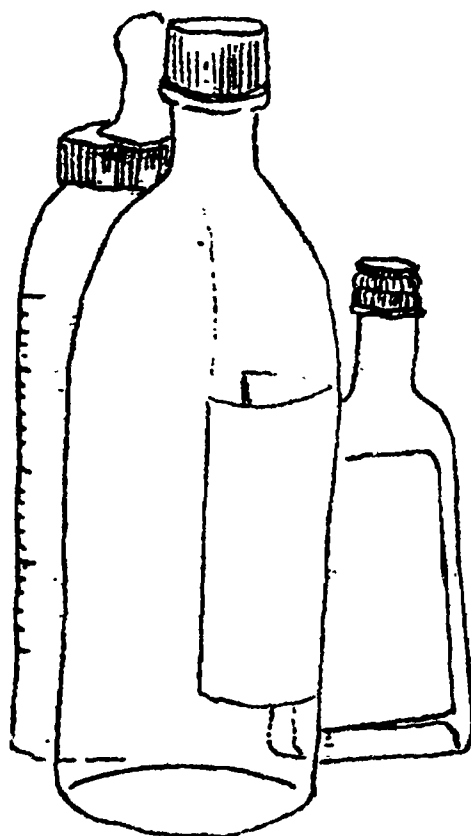
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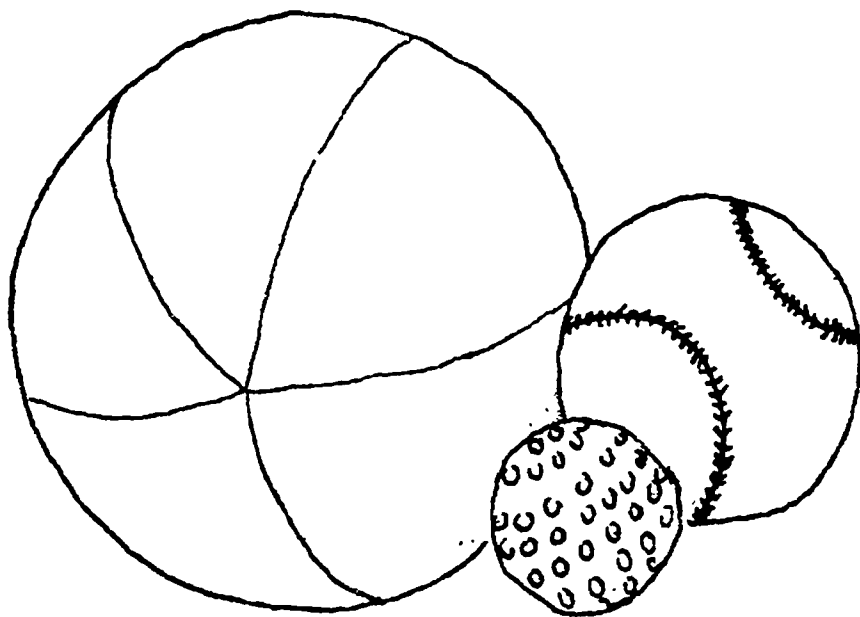


BOXES

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2. _____
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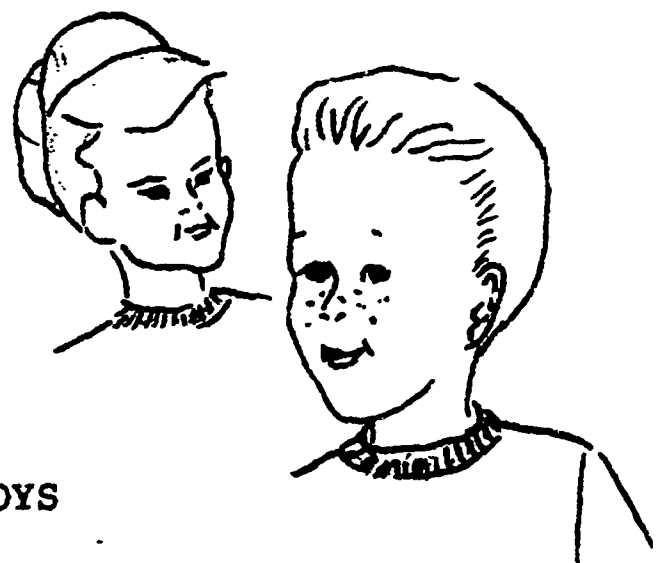
BOTTLES



BALLS

1. _____
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1. _____
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BOYS



BOWLS

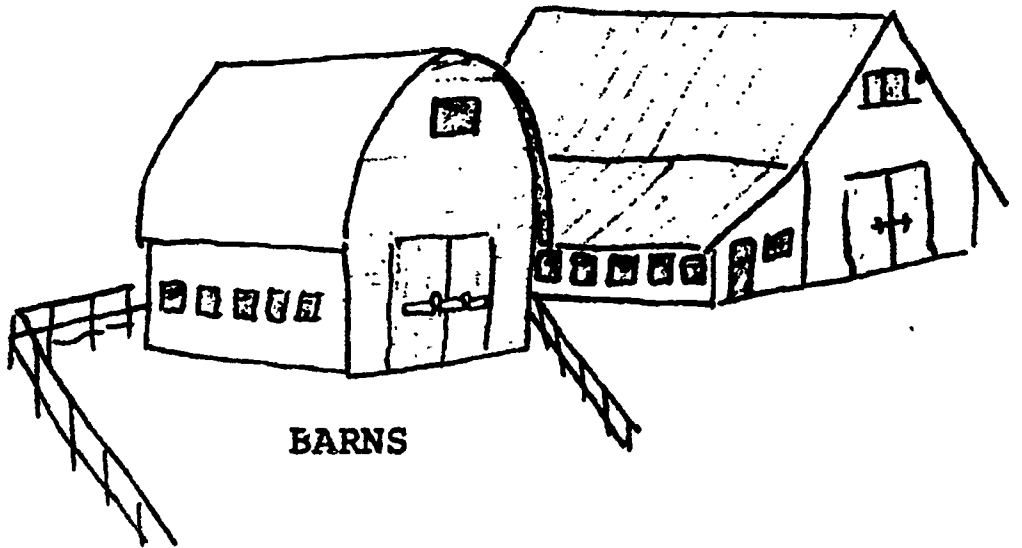
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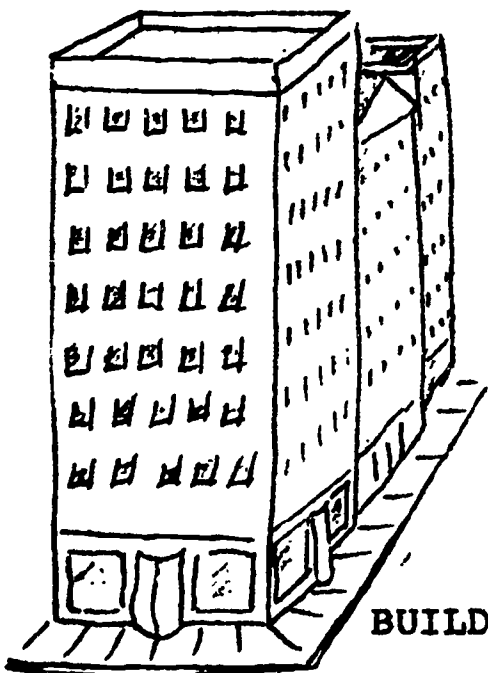
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BABIES

1. _____
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6. _____

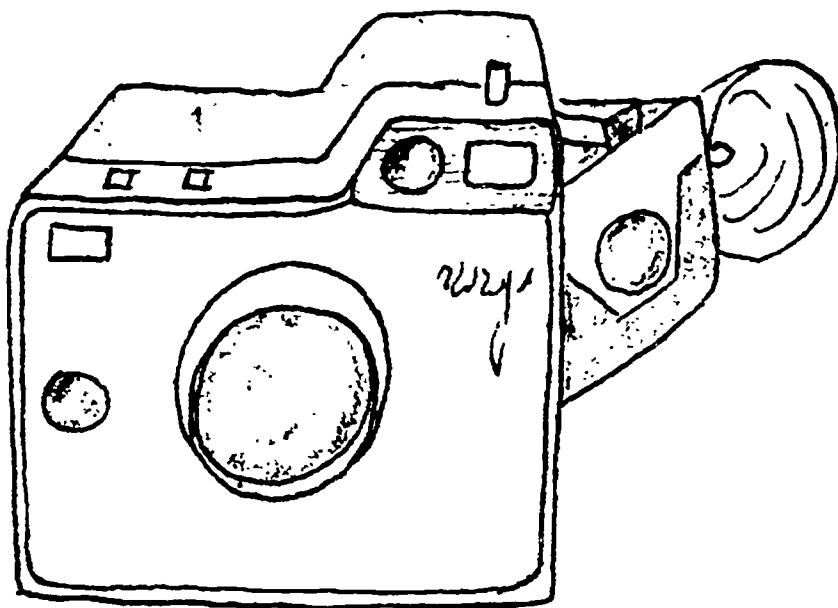


BARNs



BUILDINGS

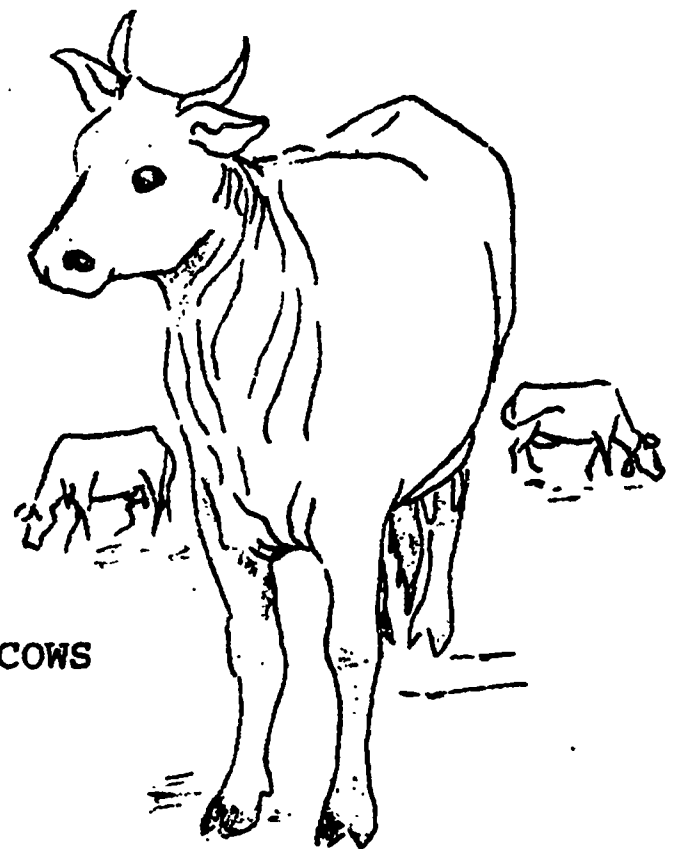
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CAMERAS

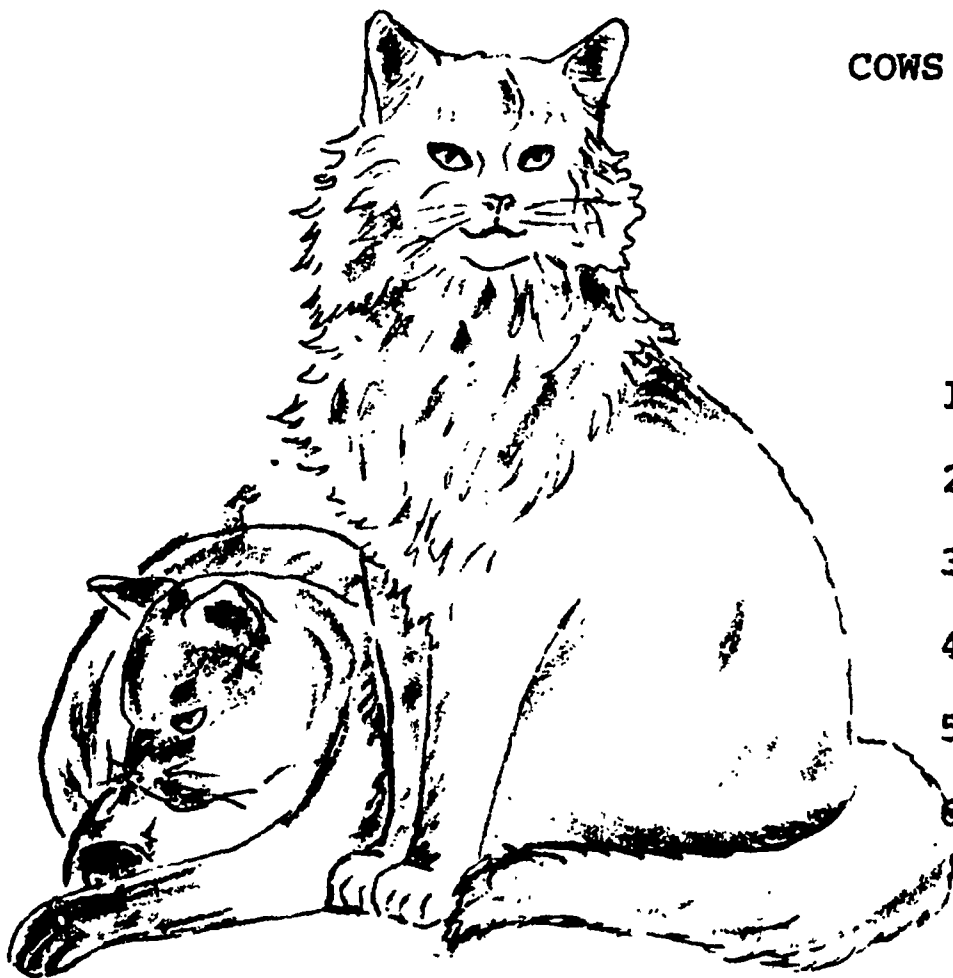
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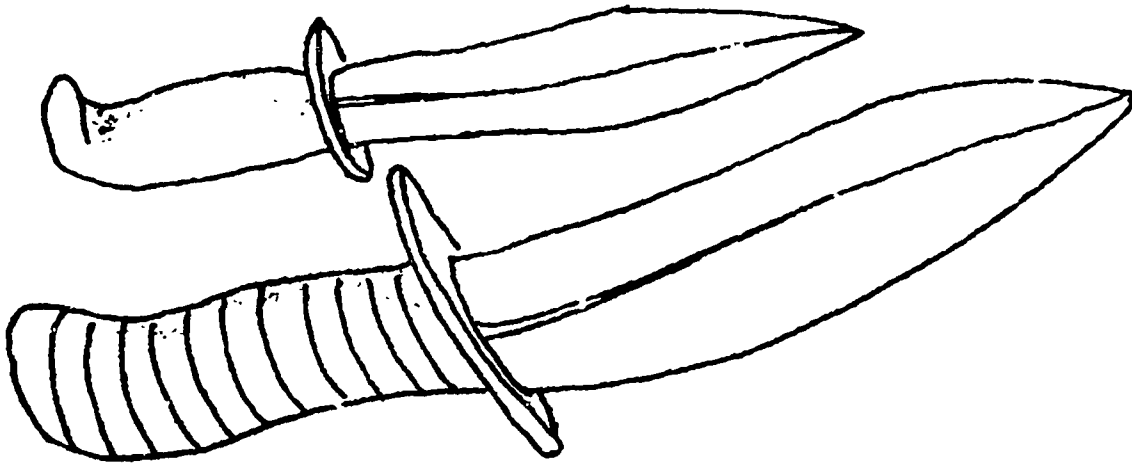


COWS

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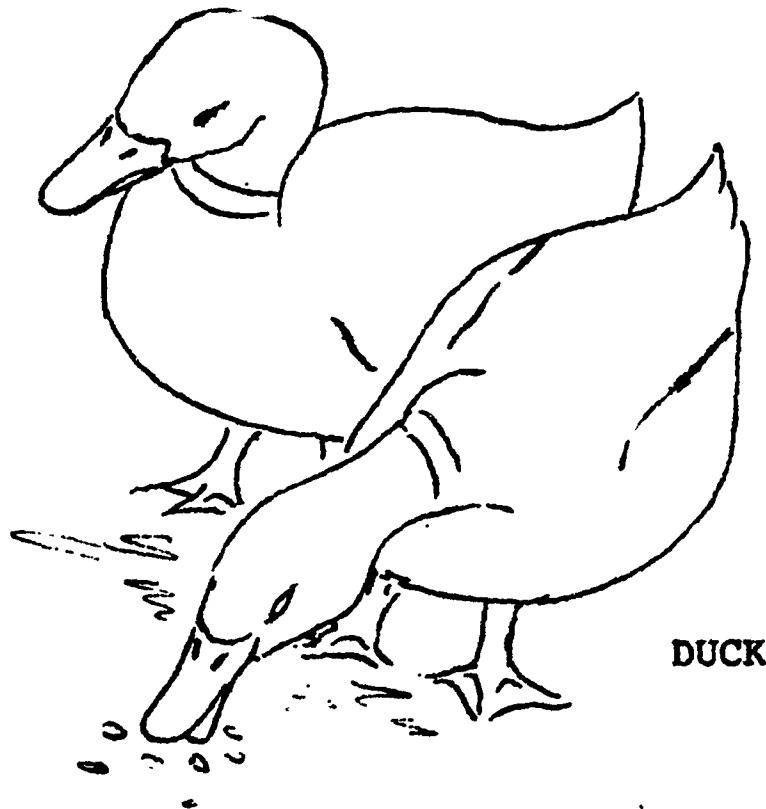
CATS



1. _____
2. _____
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6. _____

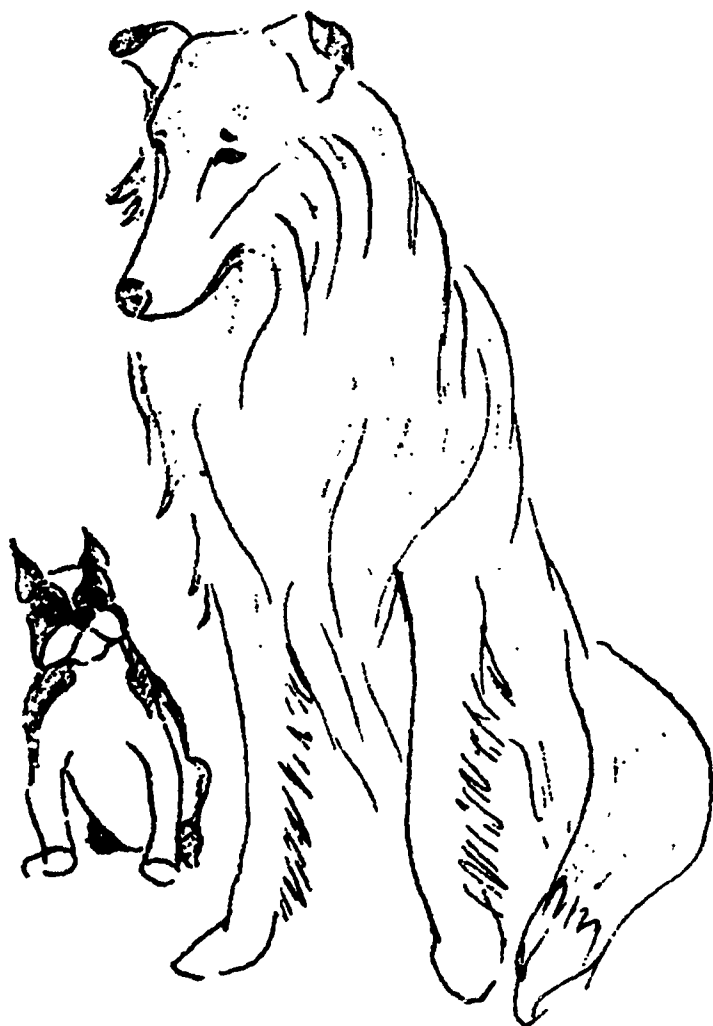
DAGGERS

1. _____
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3. _____
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6. _____

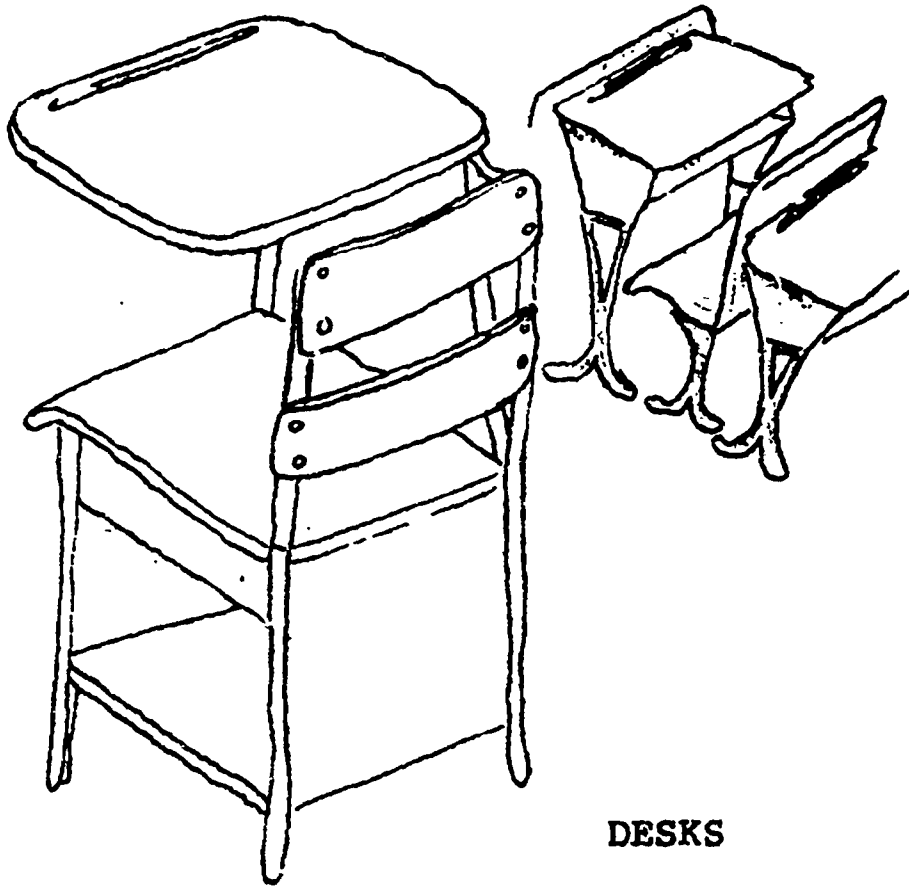


DUCKS

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2. _____
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6. _____



DOGS



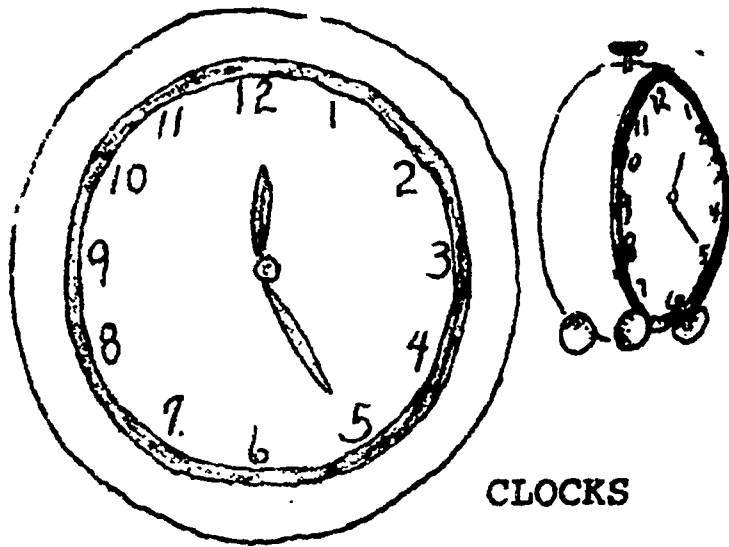
DESKS

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DRESSES

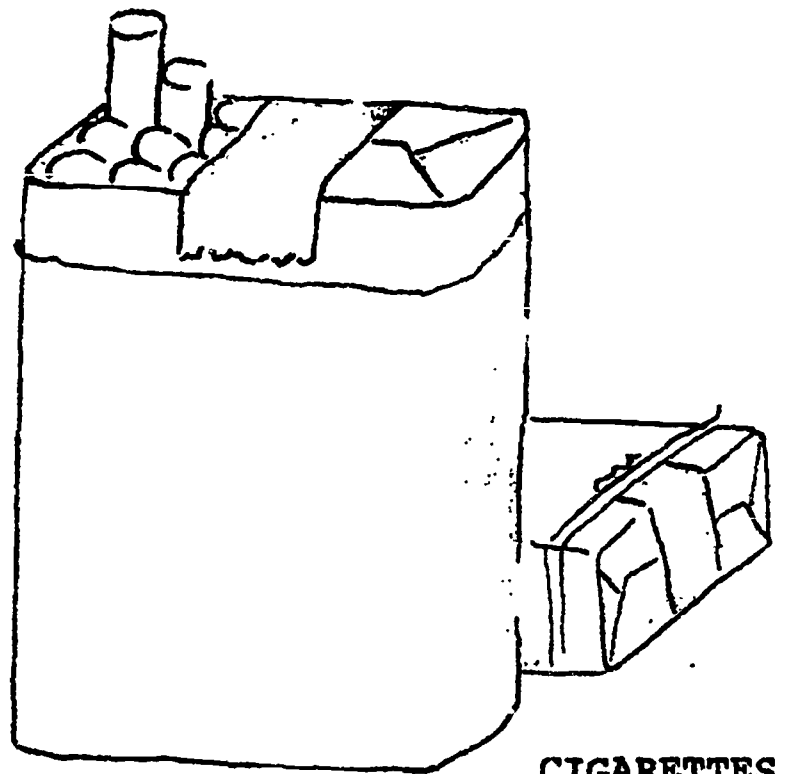
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CLOCKS

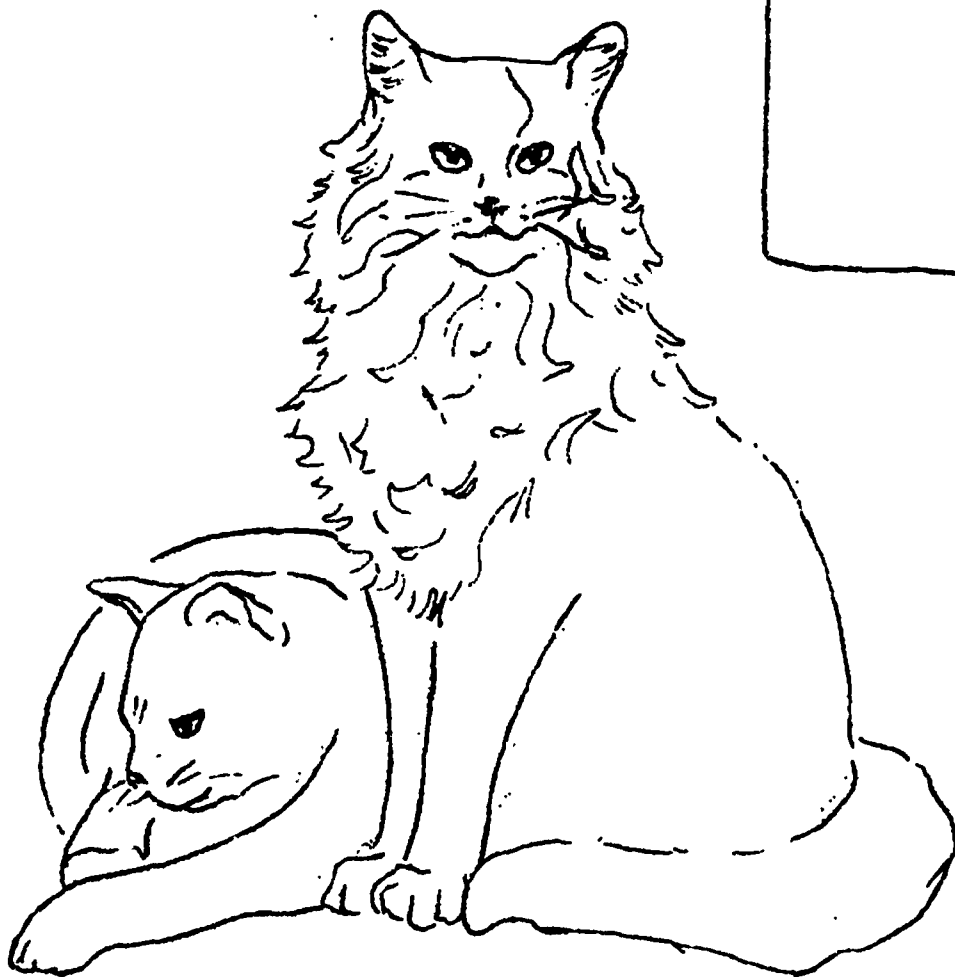
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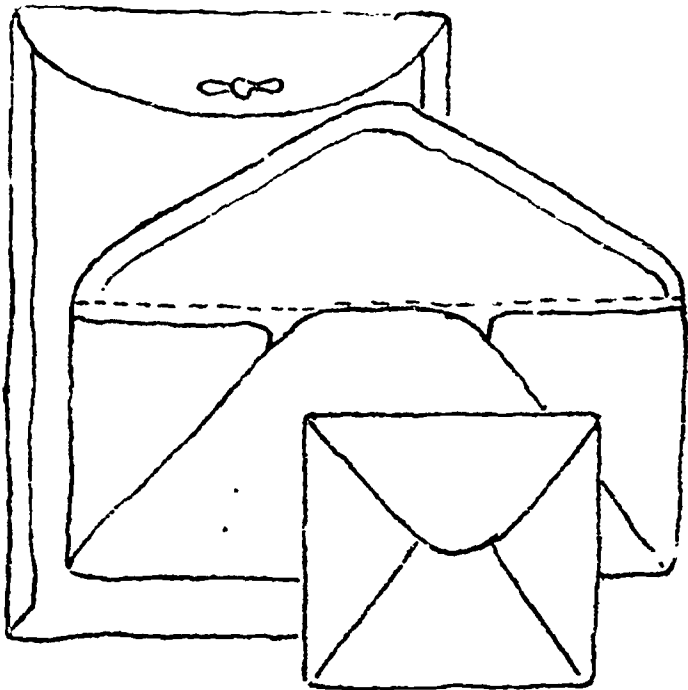


CIGARETTES

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2. _____
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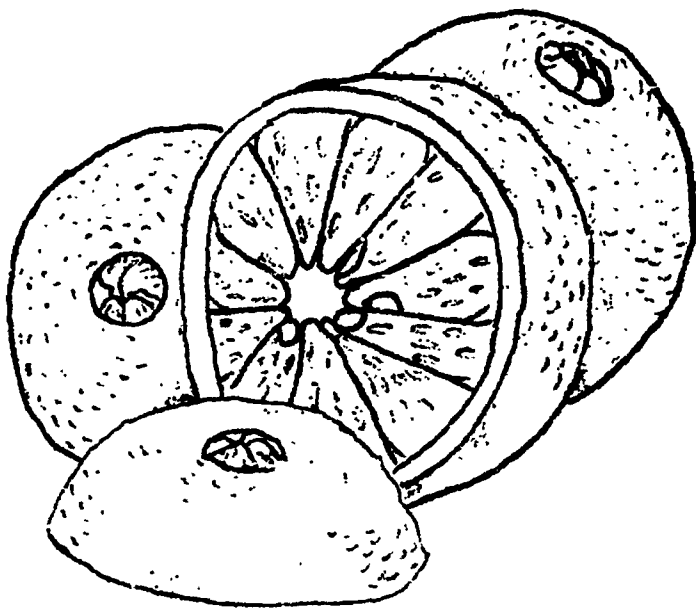


CATS



ENVELOPES

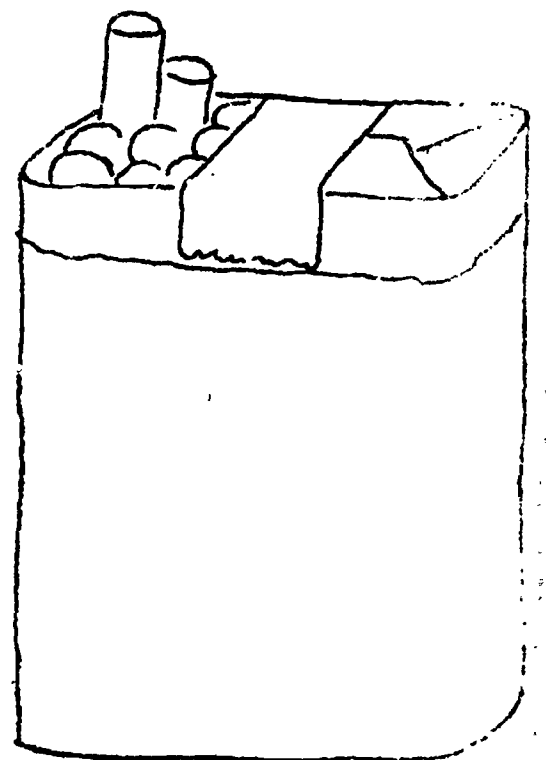
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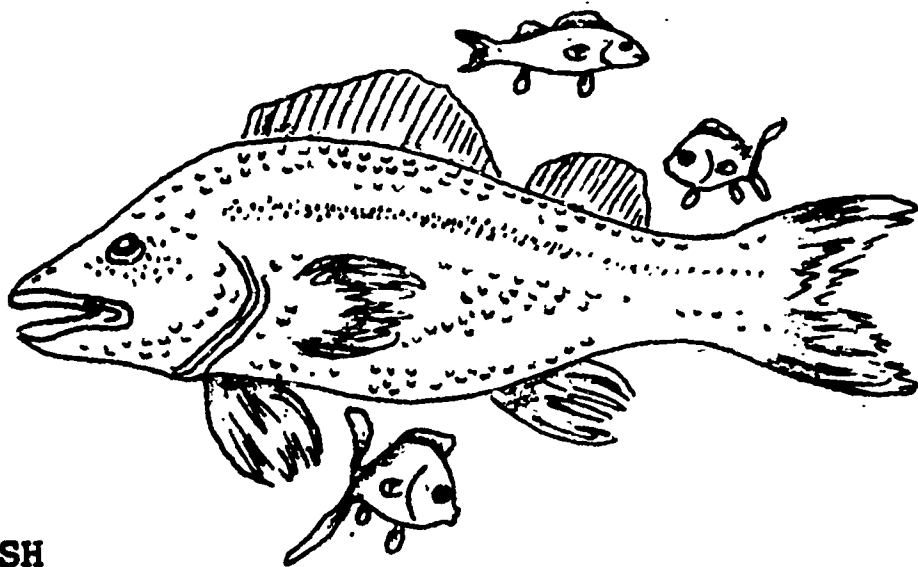
ORANGES

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CIGARETTES



FISH

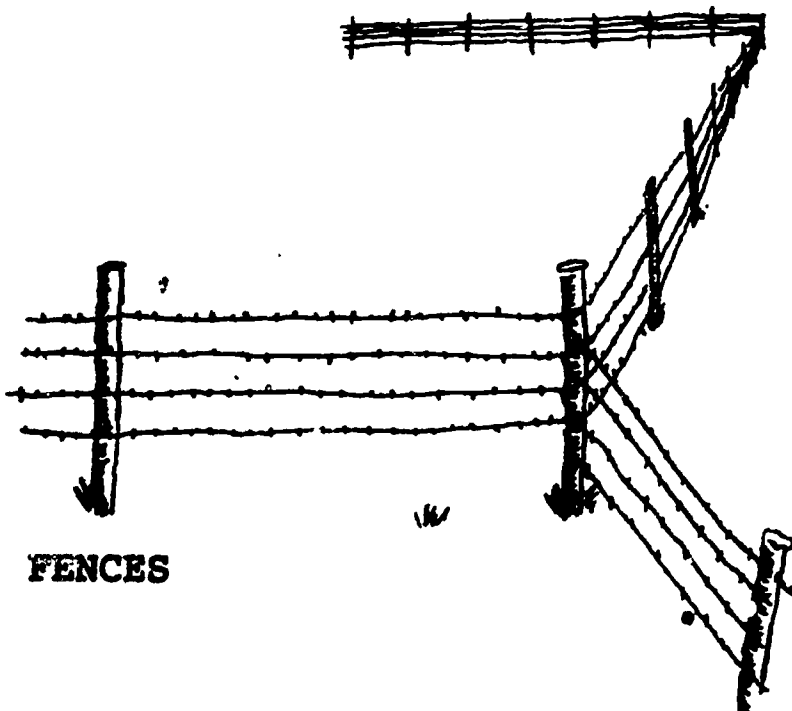
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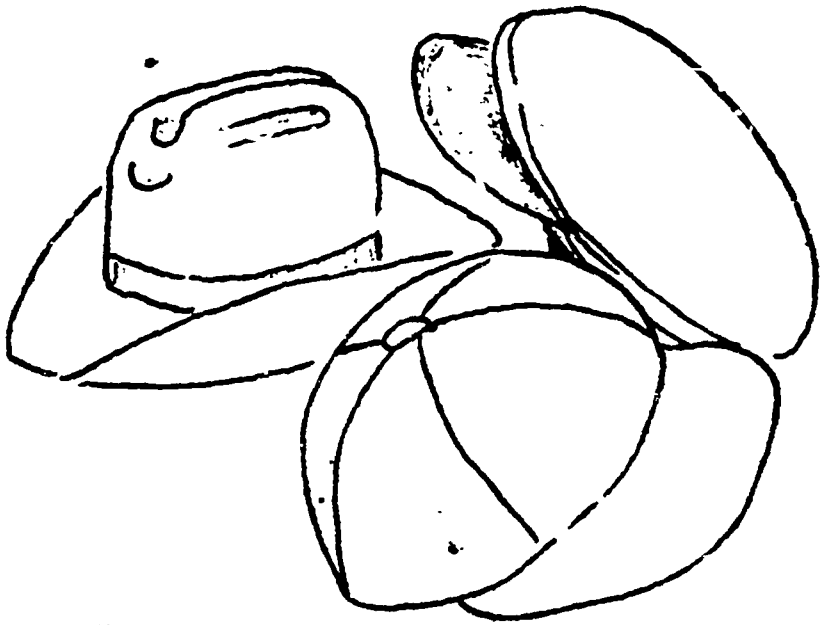


FLOWERS

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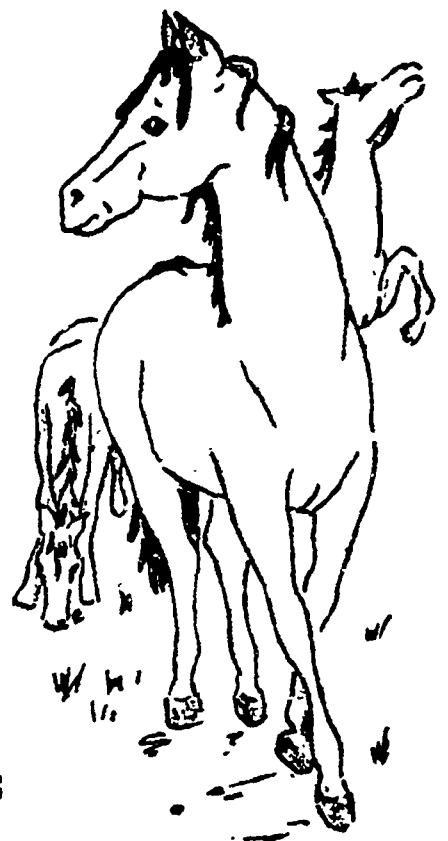
FENCES



HATS

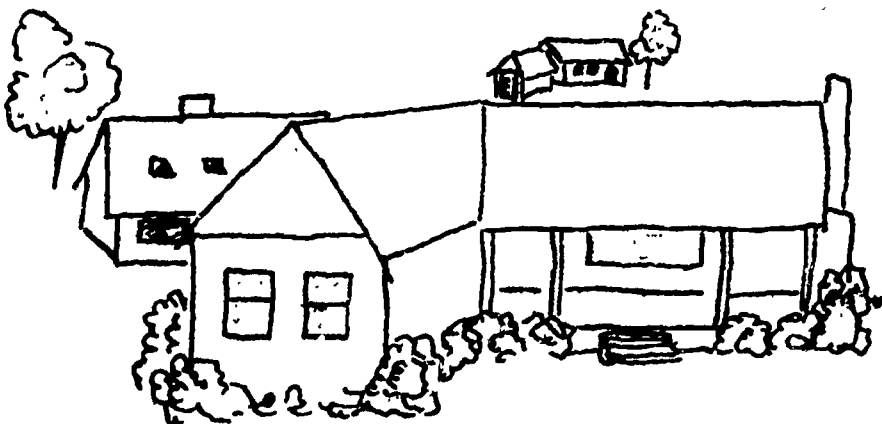
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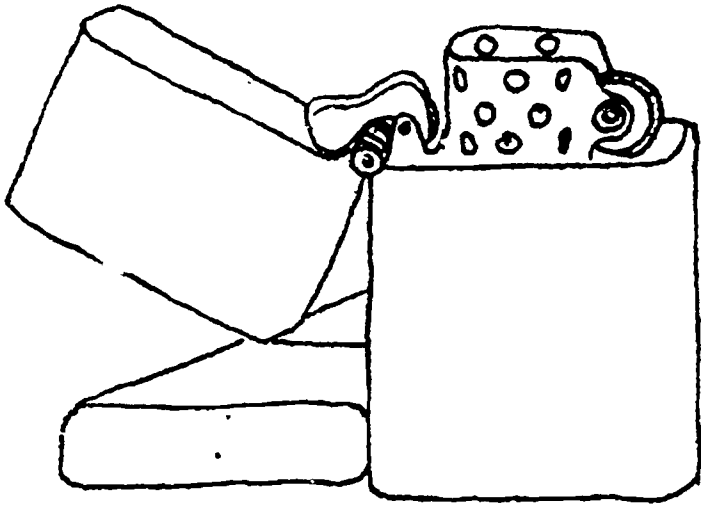


HORSES

1. _____
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5. _____
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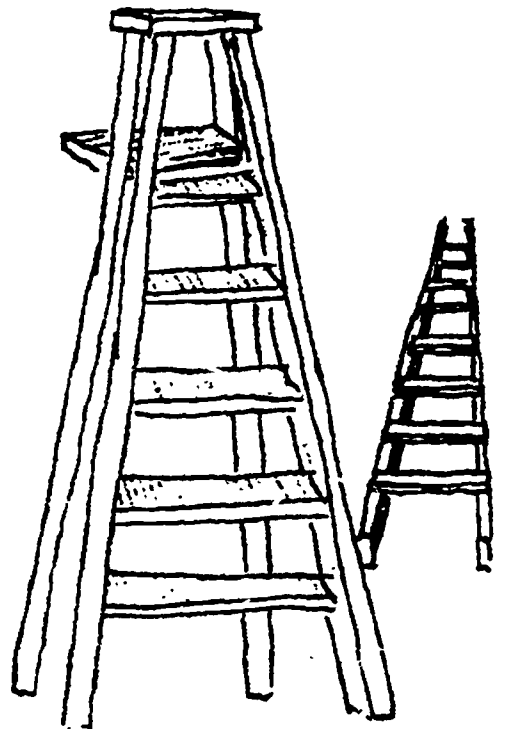
HOUSES



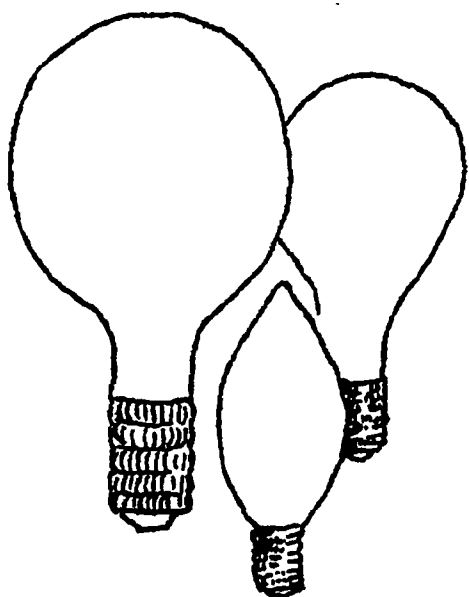
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LIGHTERS

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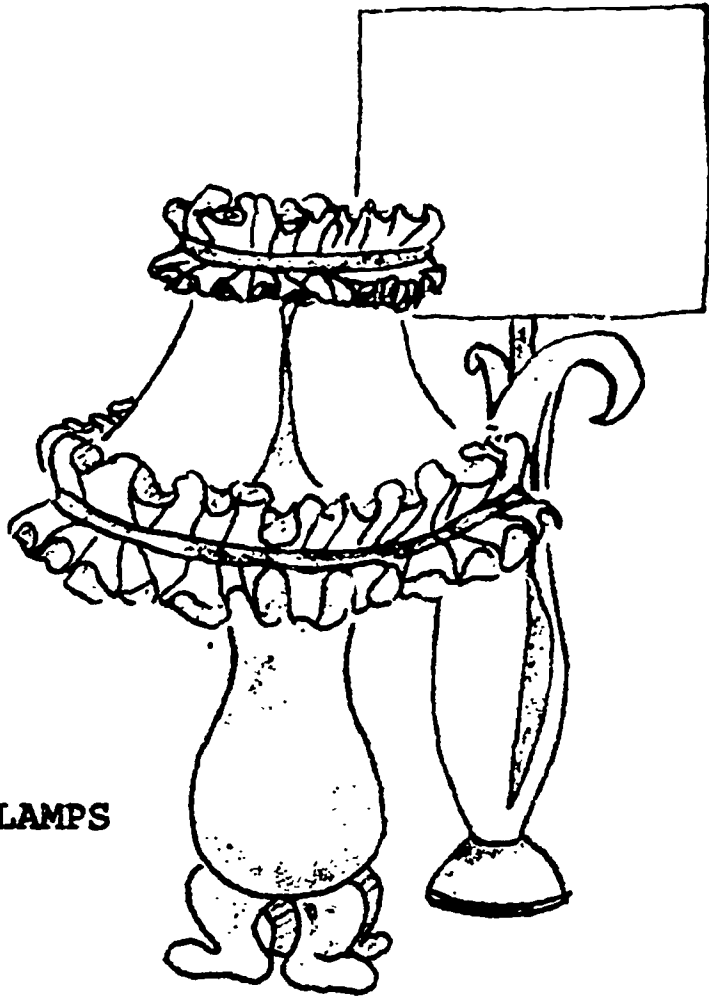


LADDERS



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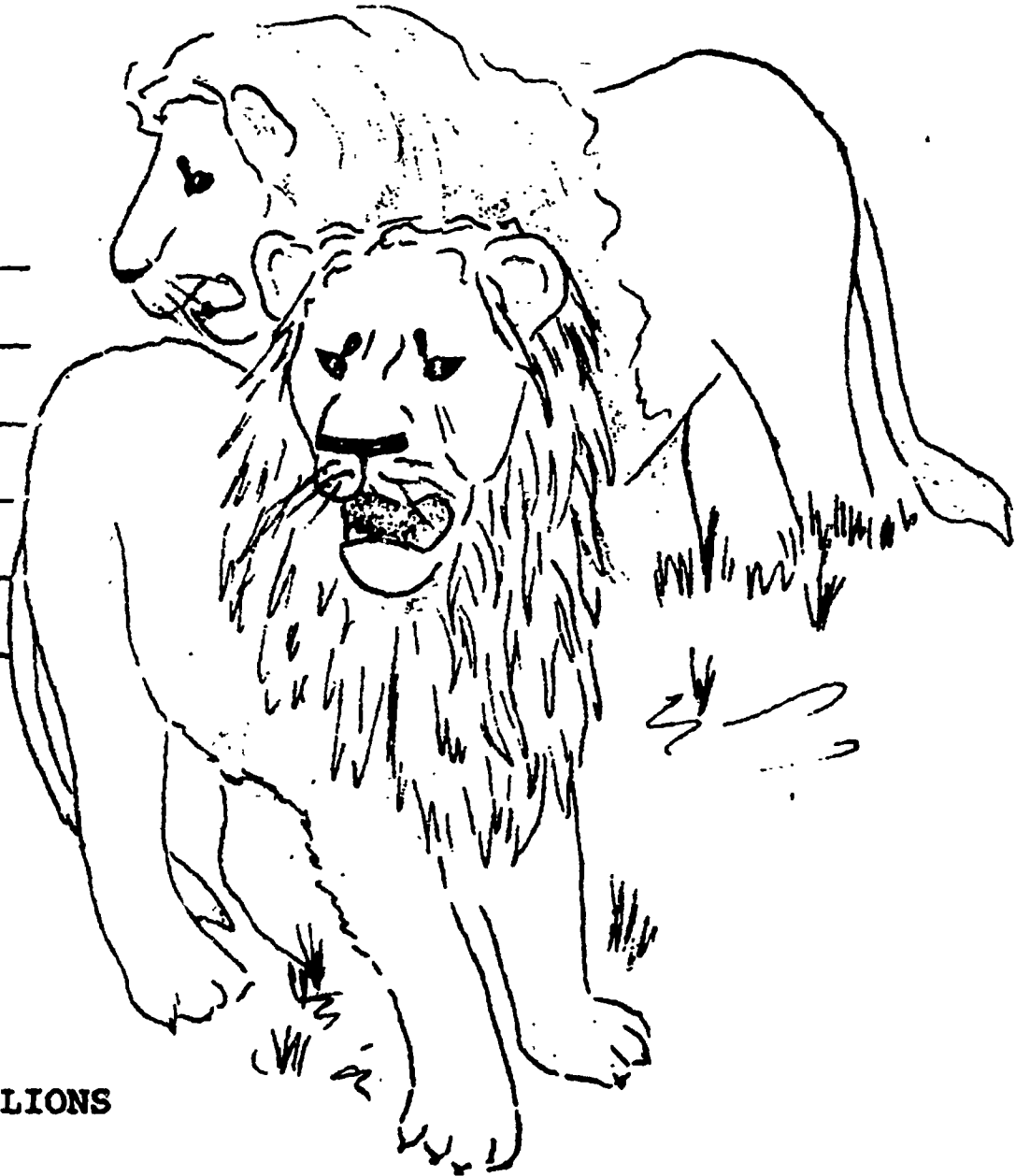
LIGHT BULBS



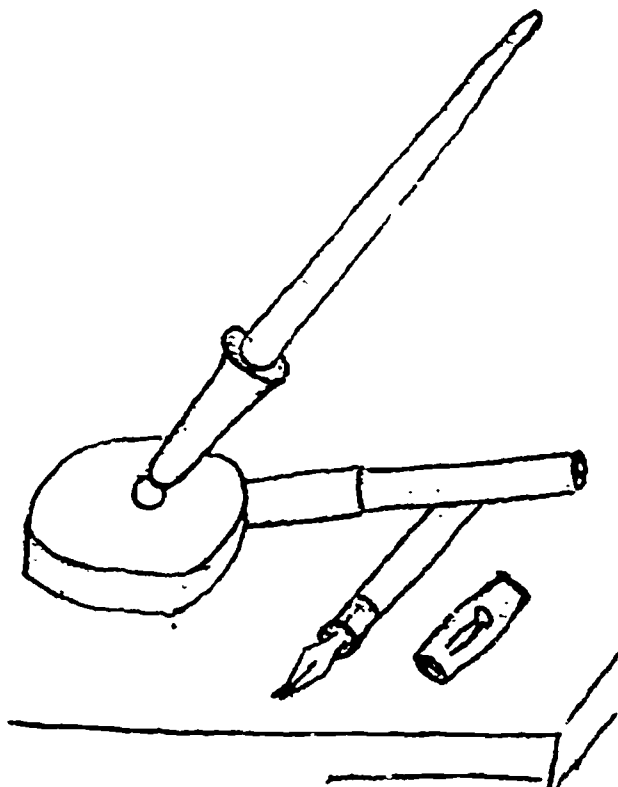
LAMPS

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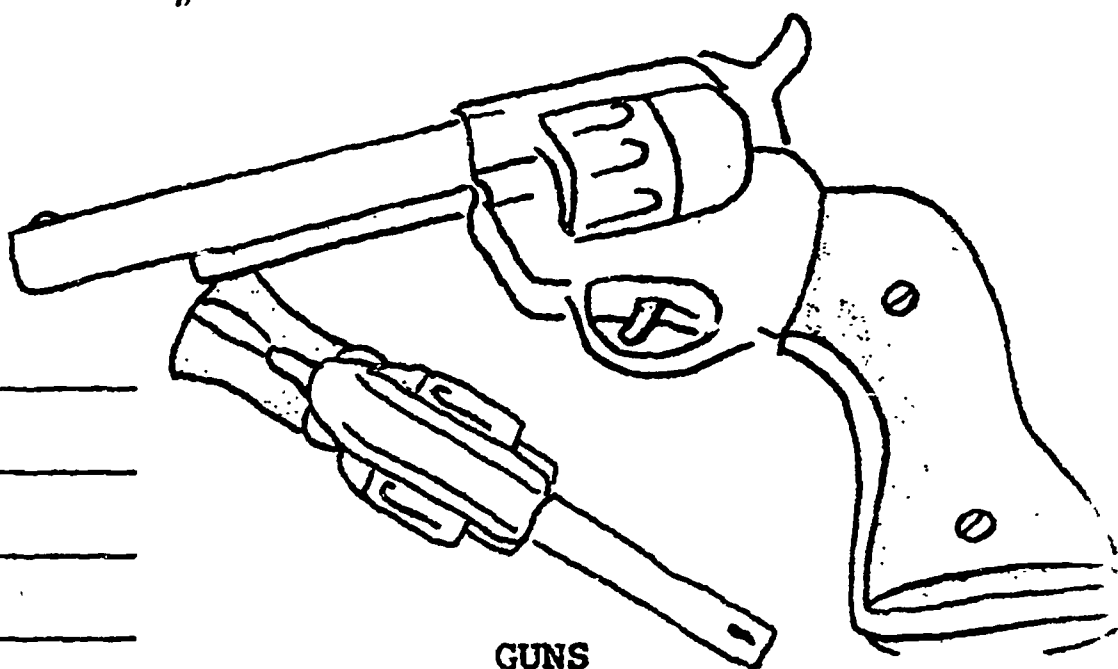


LIONS



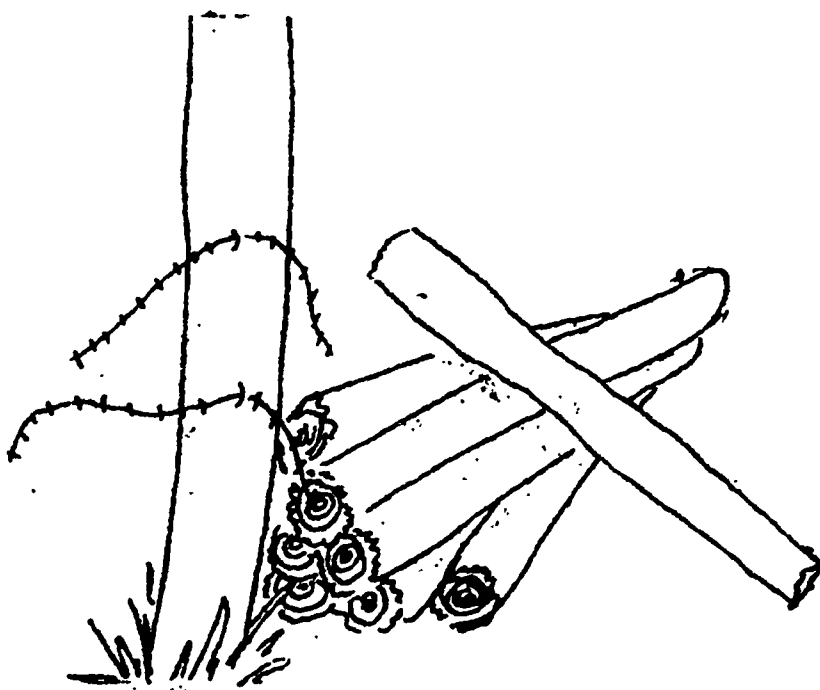
PENS

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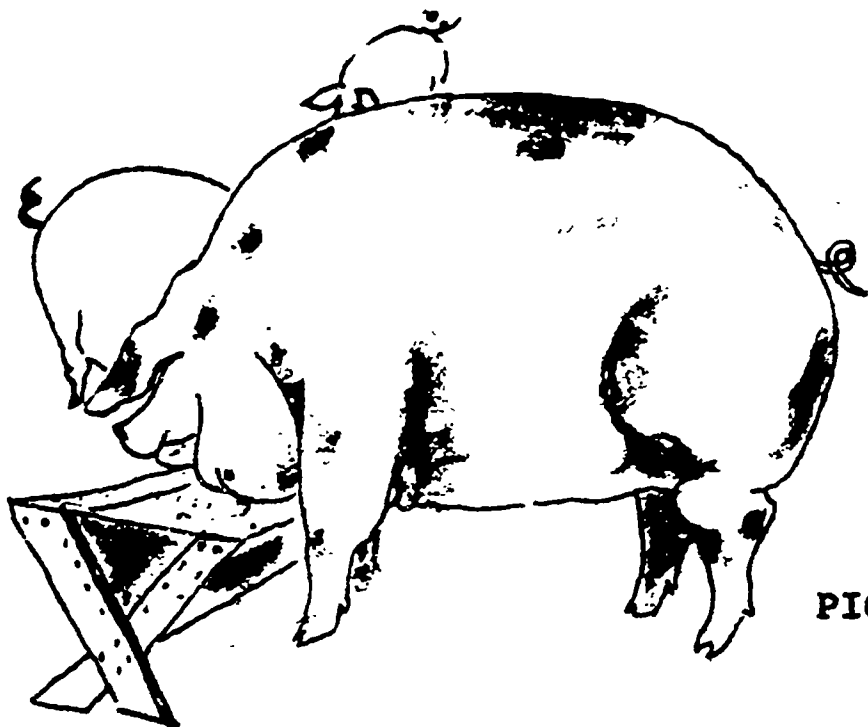
GUNS

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POSTS

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2. _____
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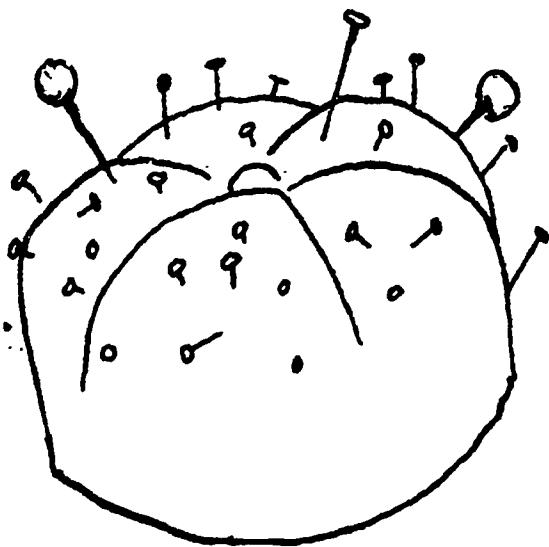
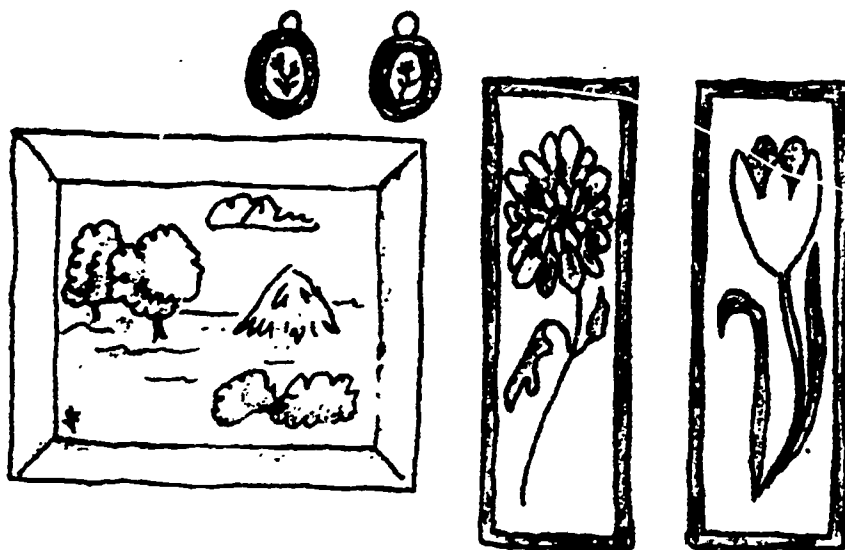


PIGS

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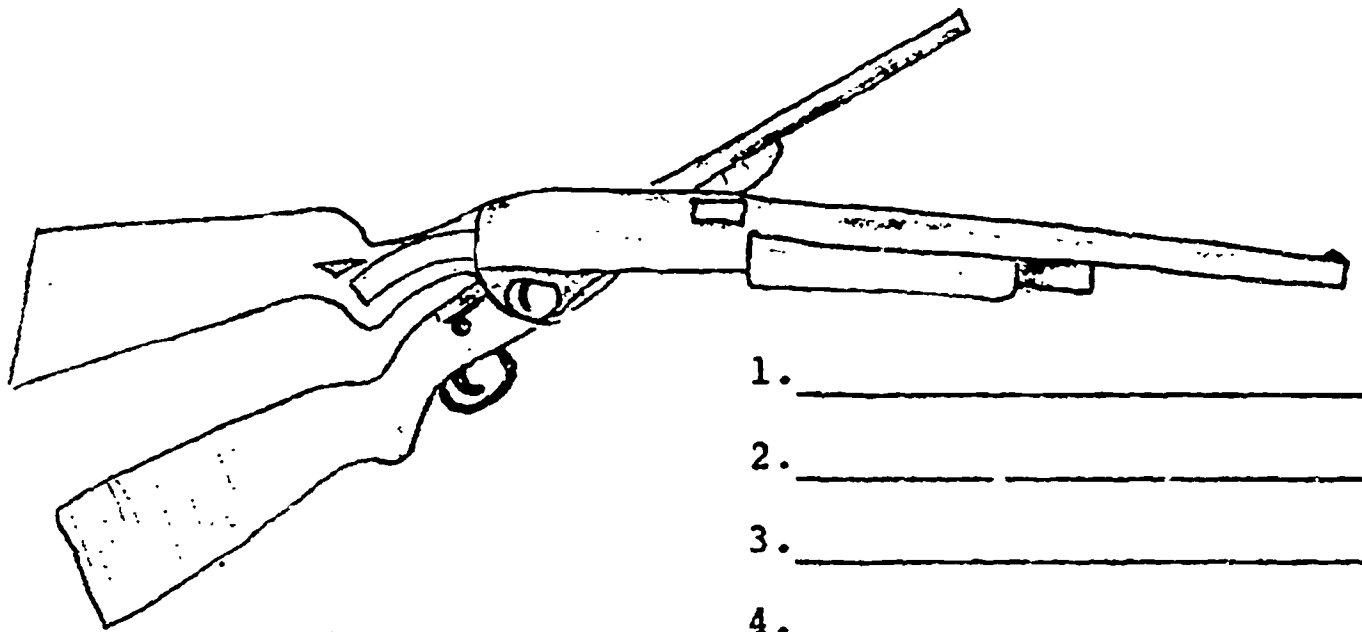
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PICTURES



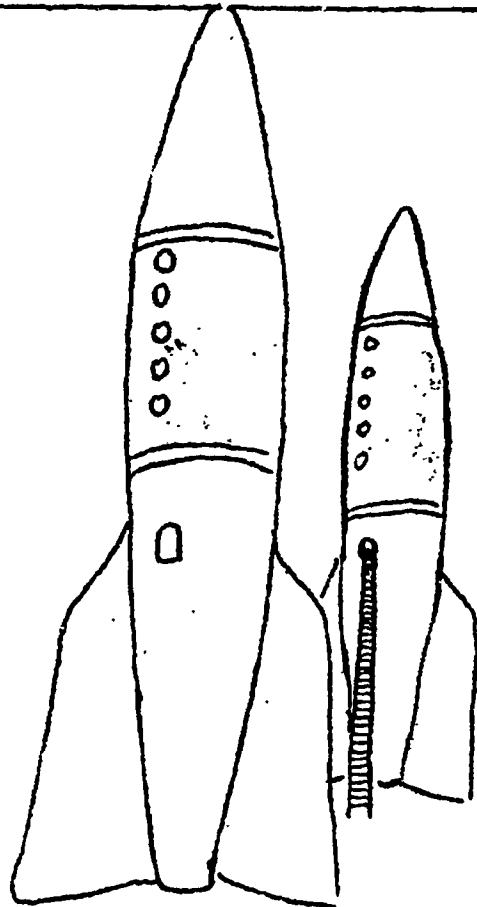
PINS

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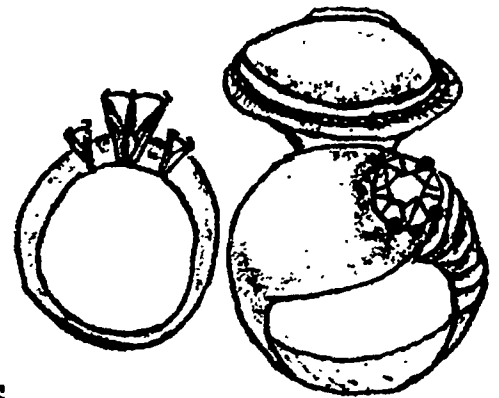
RIFLES

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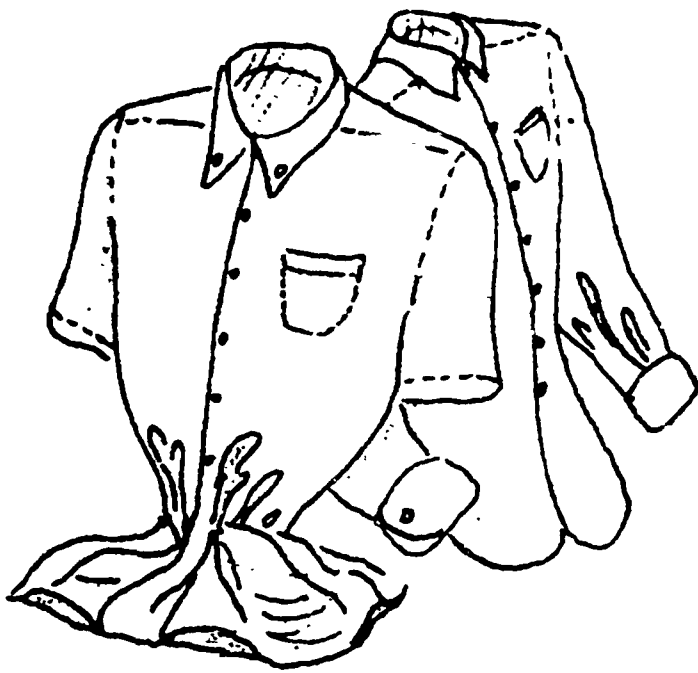
ROCKETS

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RINGS

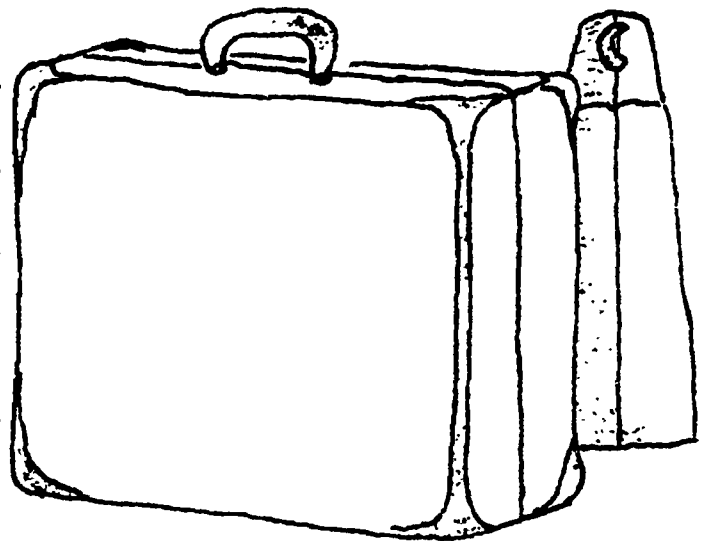
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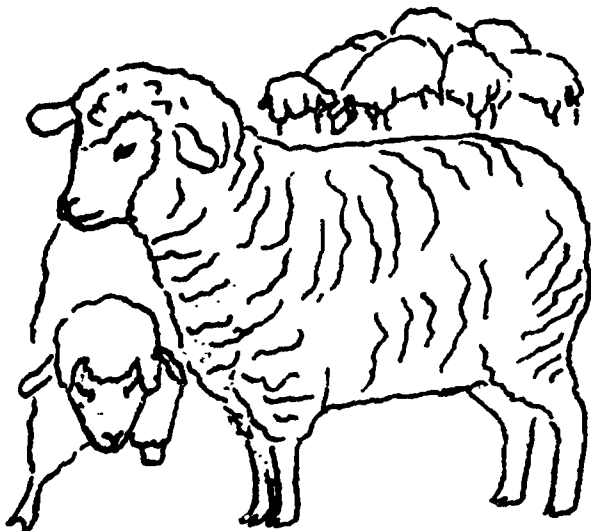
SHIRTS

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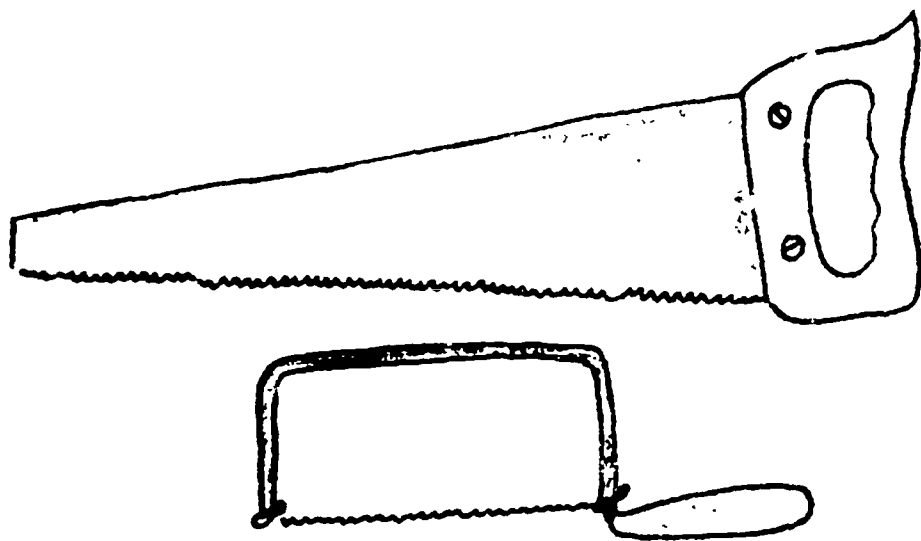


SUITCASES



SHEEP

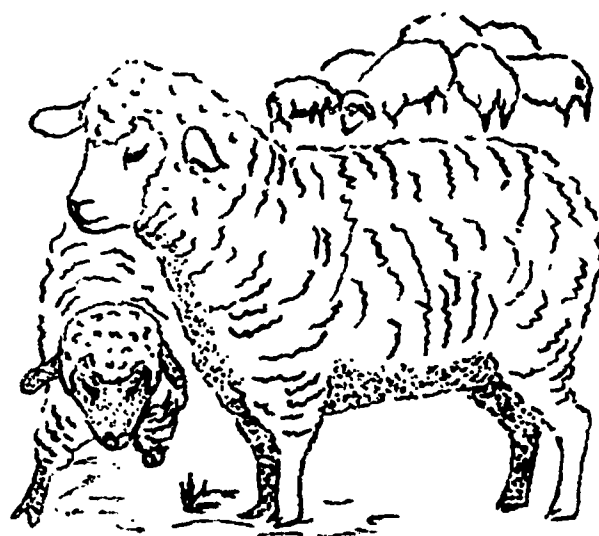
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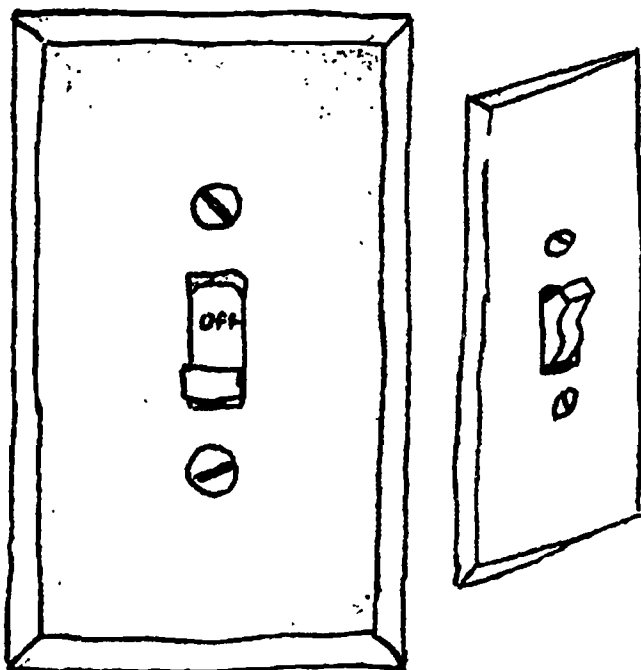
SAWS

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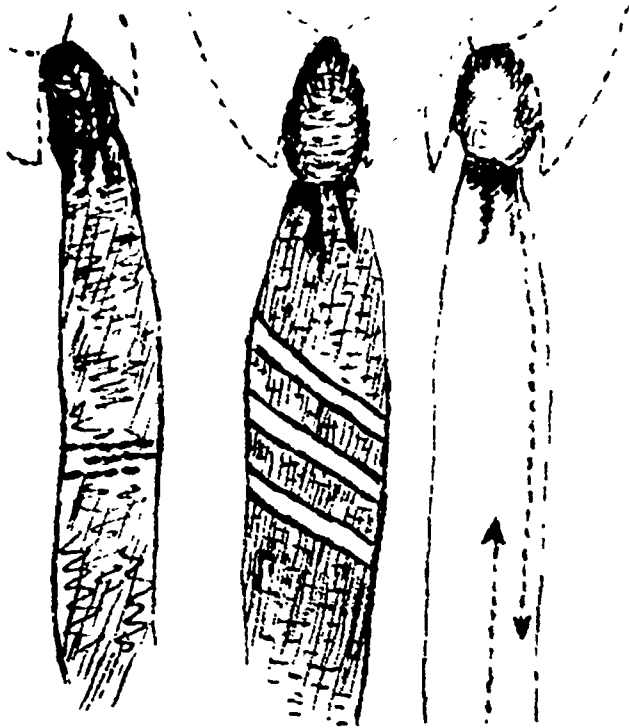


SHEEP



LIGHT SWITCH

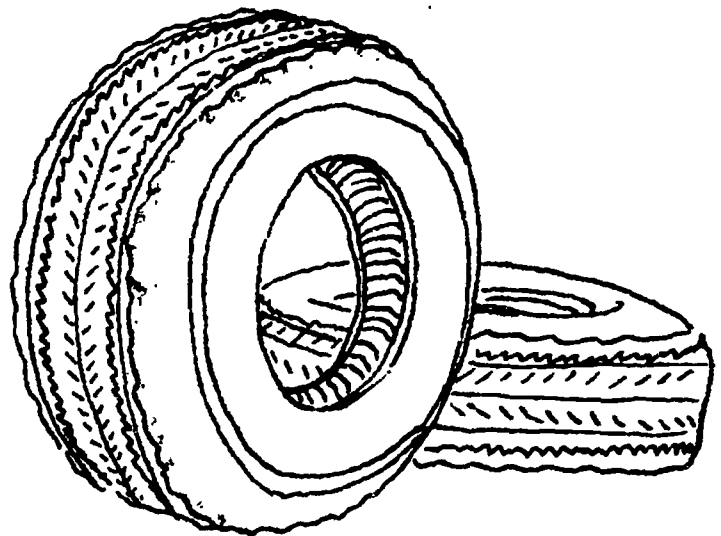
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TIES

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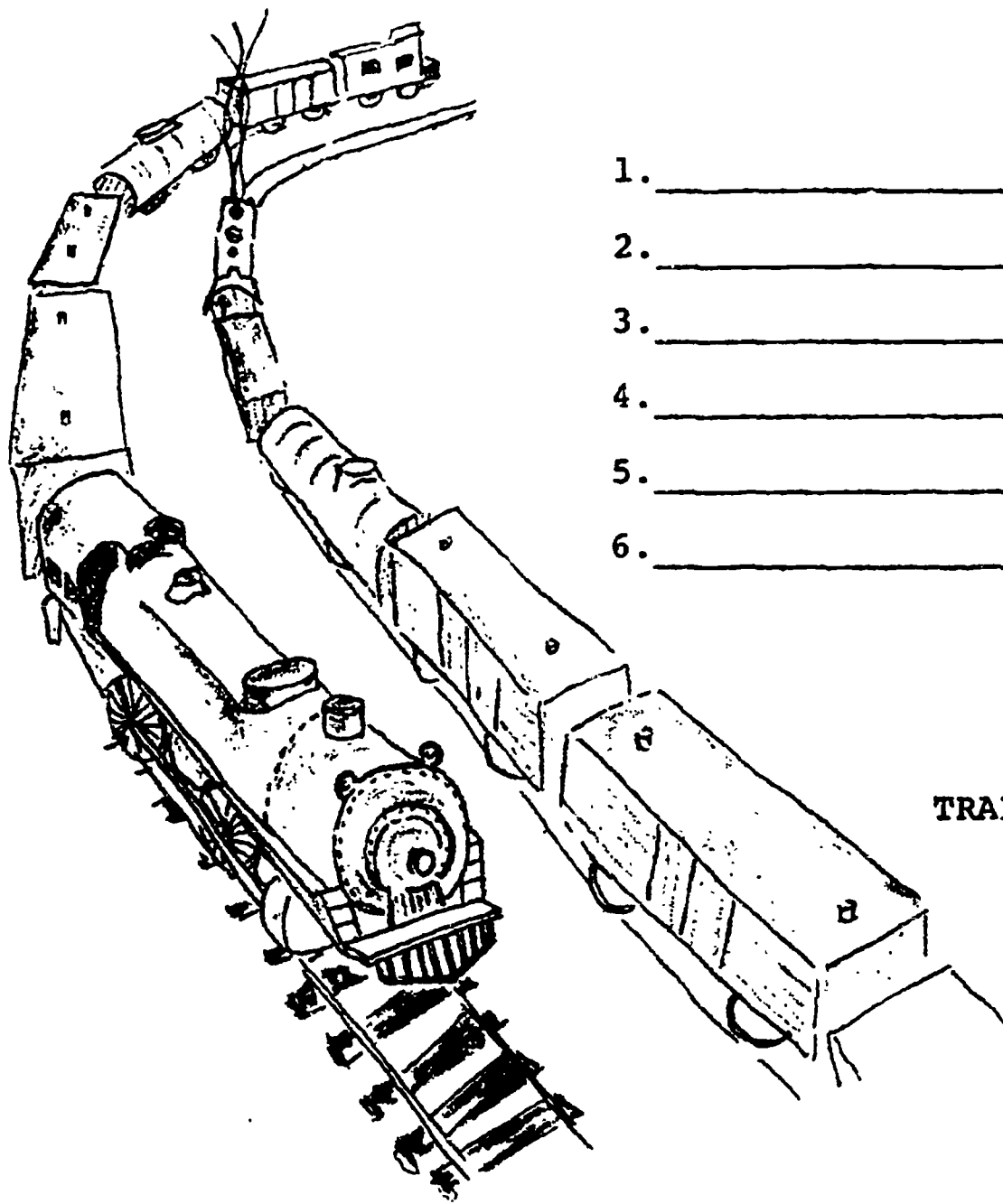


TIRES

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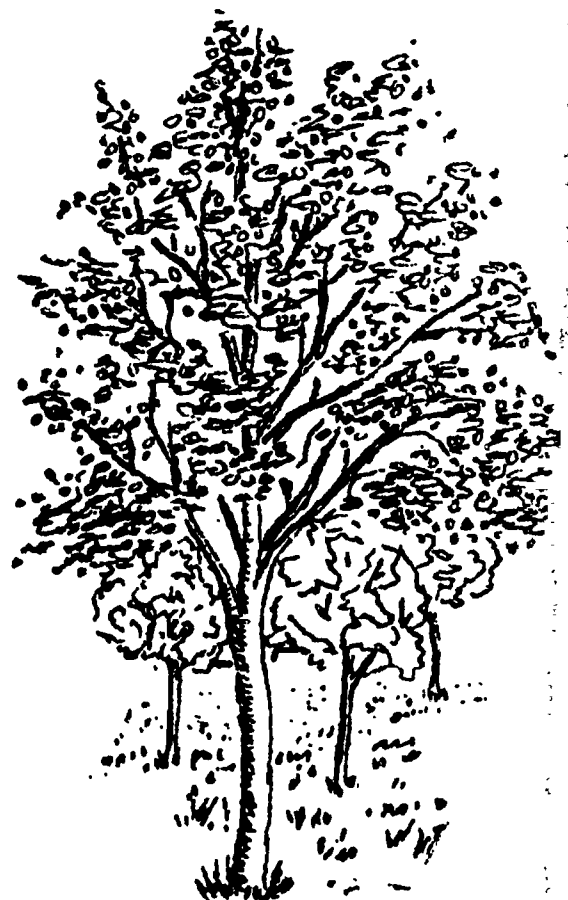
TREES



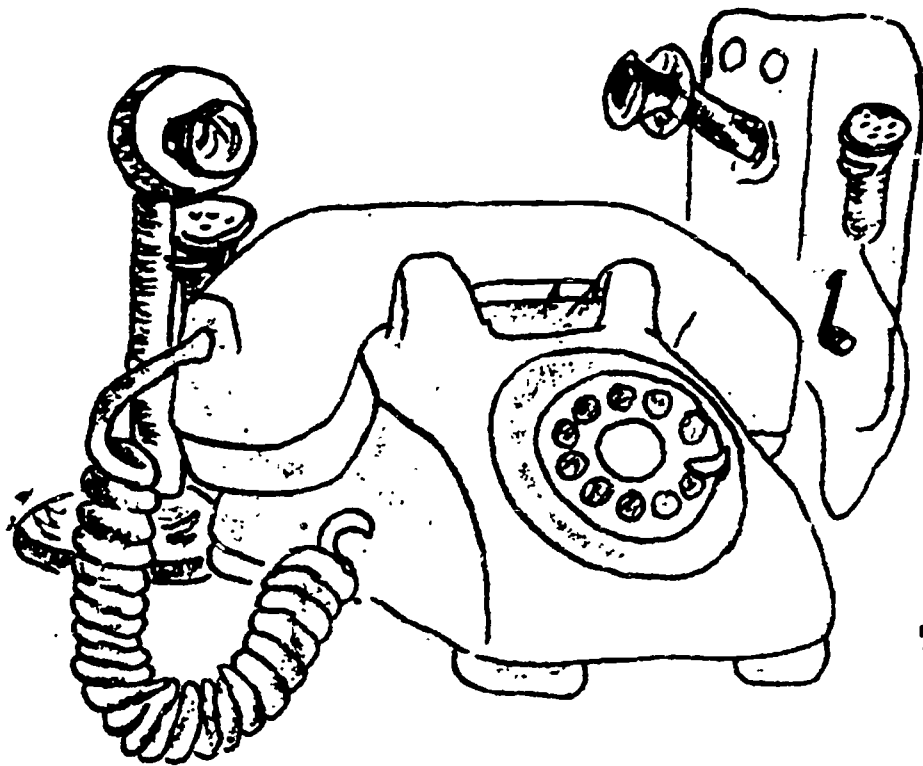
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TRAINS

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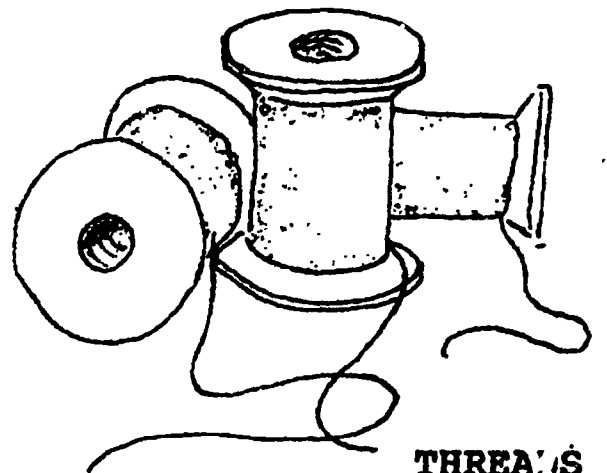
TREES



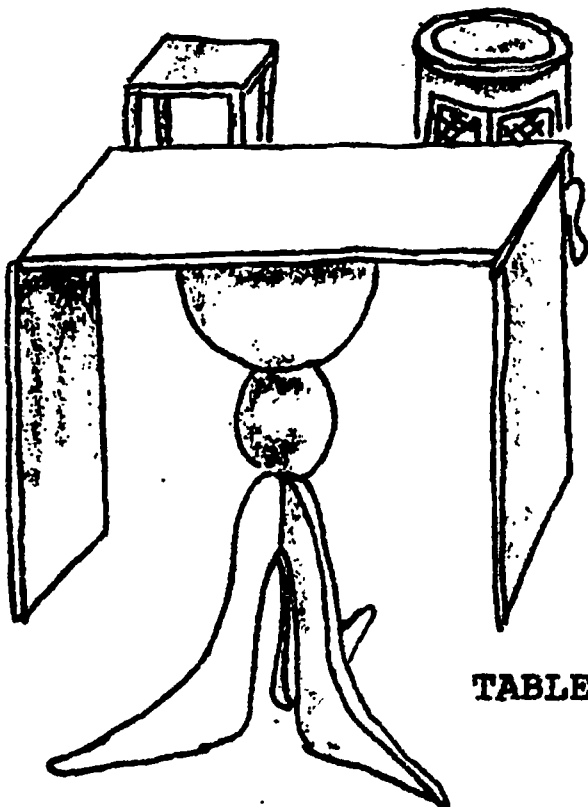
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TELEPHONES

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2. _____
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THREADS



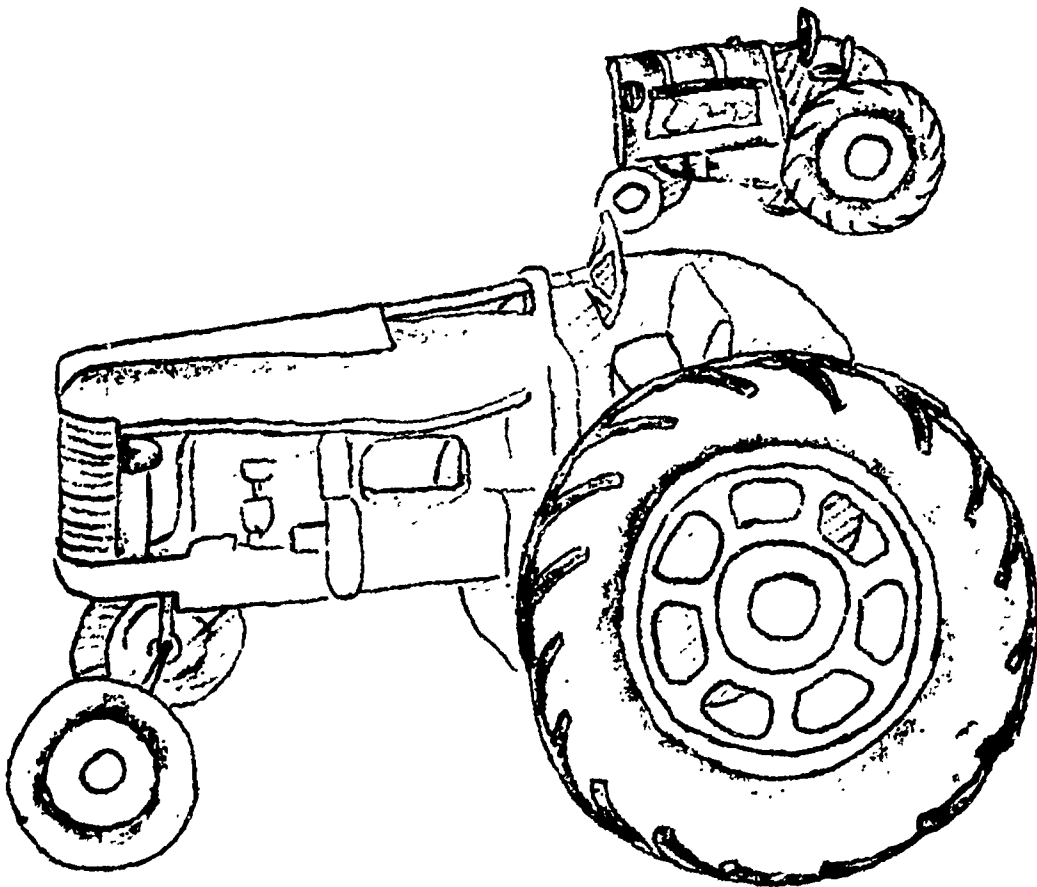
TABLES

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TREES

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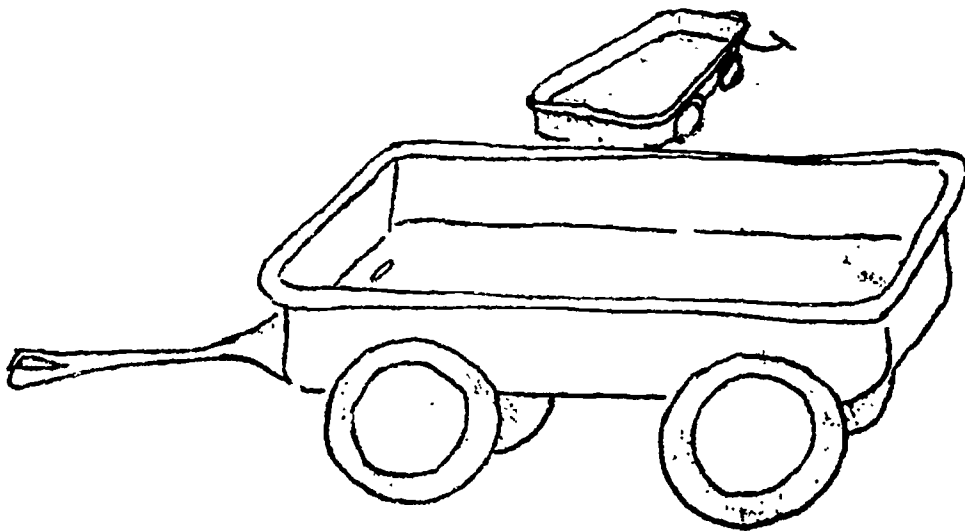
TRACTORS

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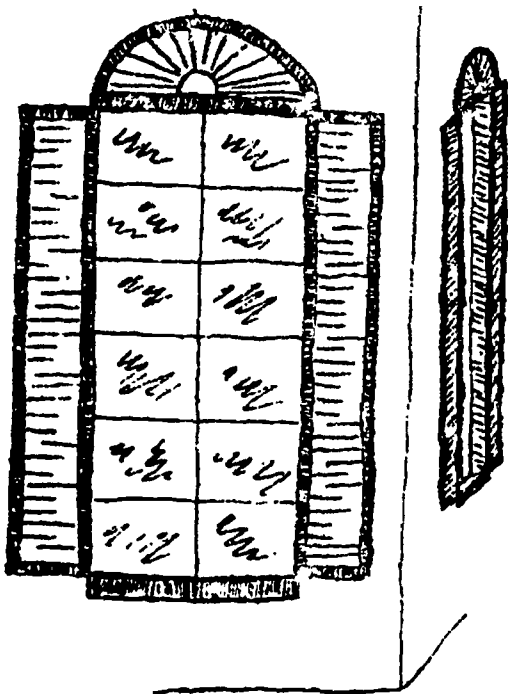
WOMEN

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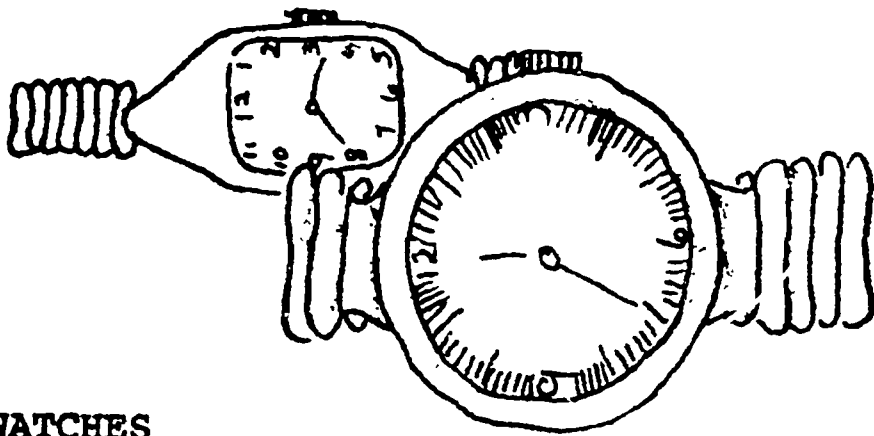
WAGONS

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WINDOWS

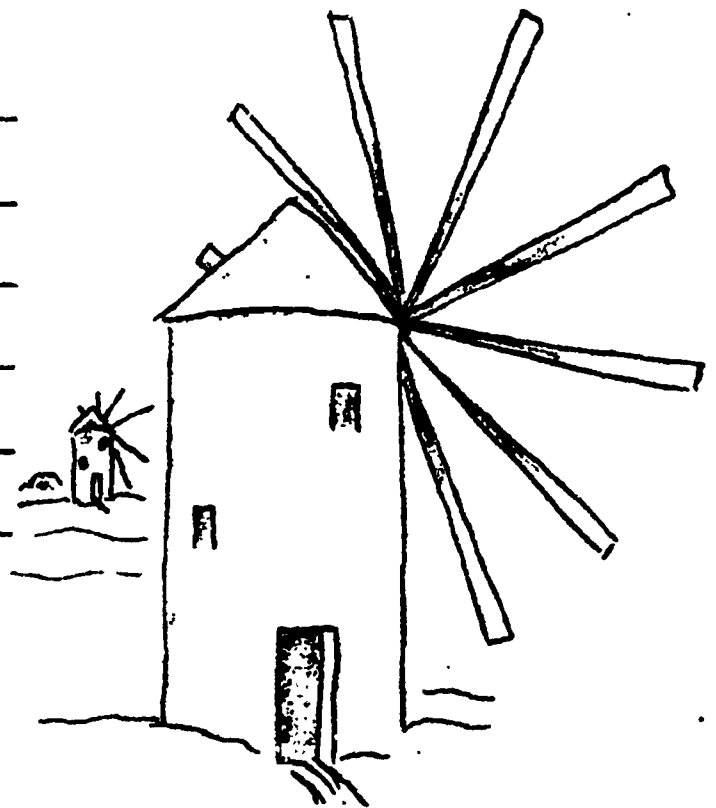
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WATCHES

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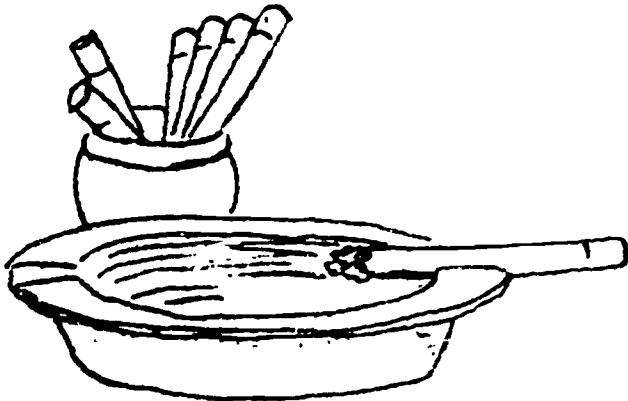


WINDMILLS



WOMEN

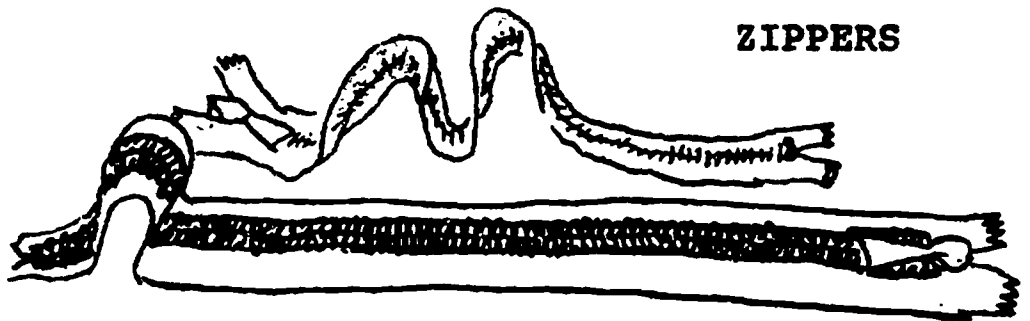
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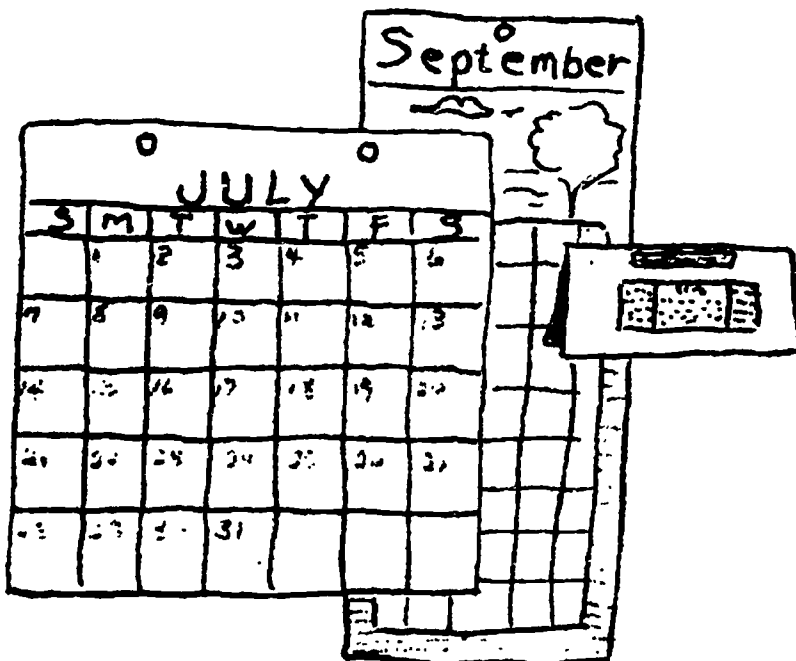
CIGARETTES

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2. _____
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ZIPPERS



CALENDARS

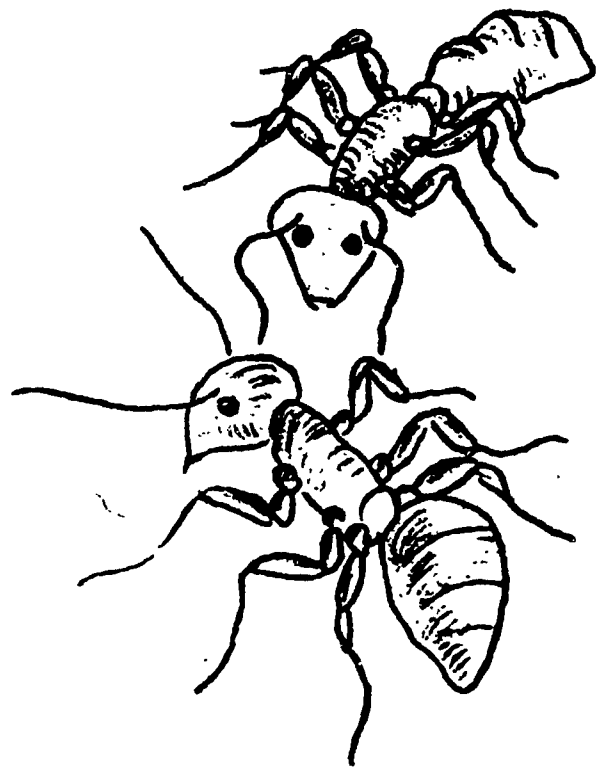
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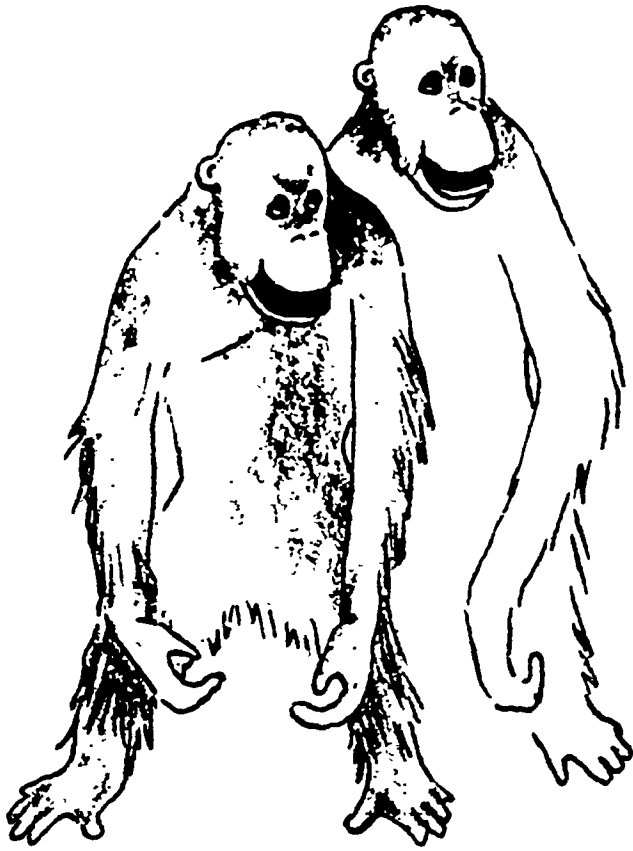
ANGELS

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ANTS

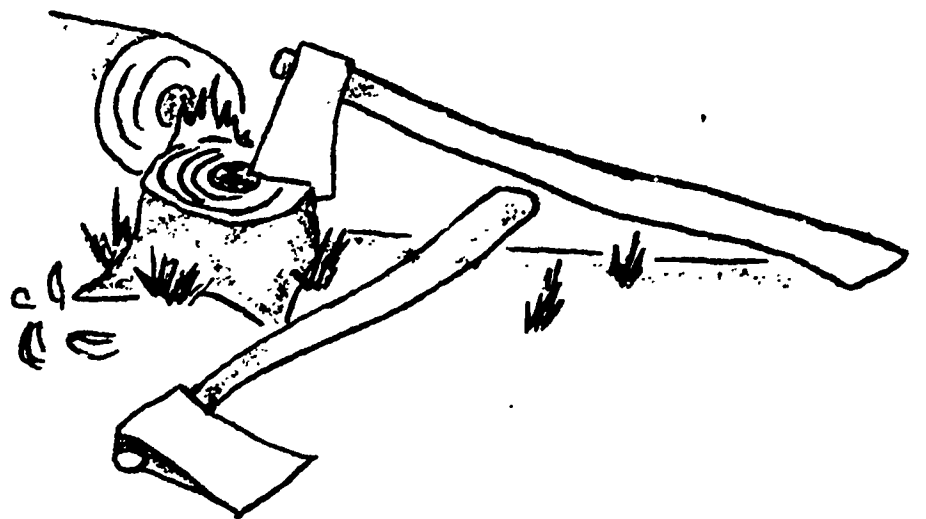


APES

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AXES



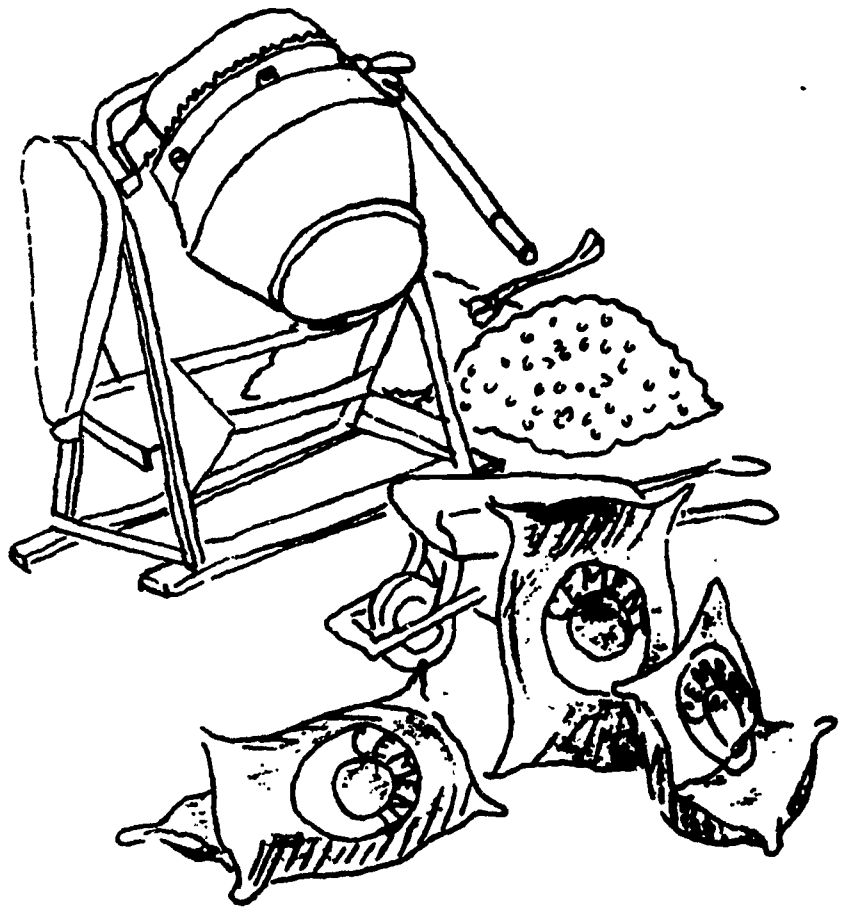


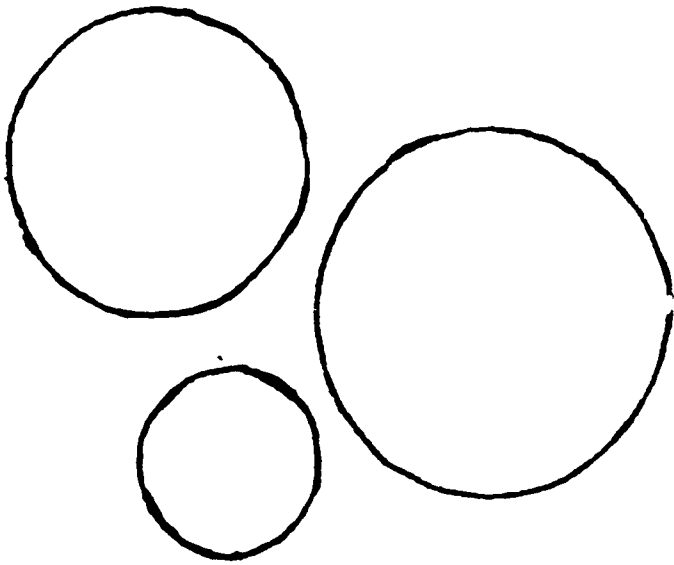
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CELERY

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CEMENT





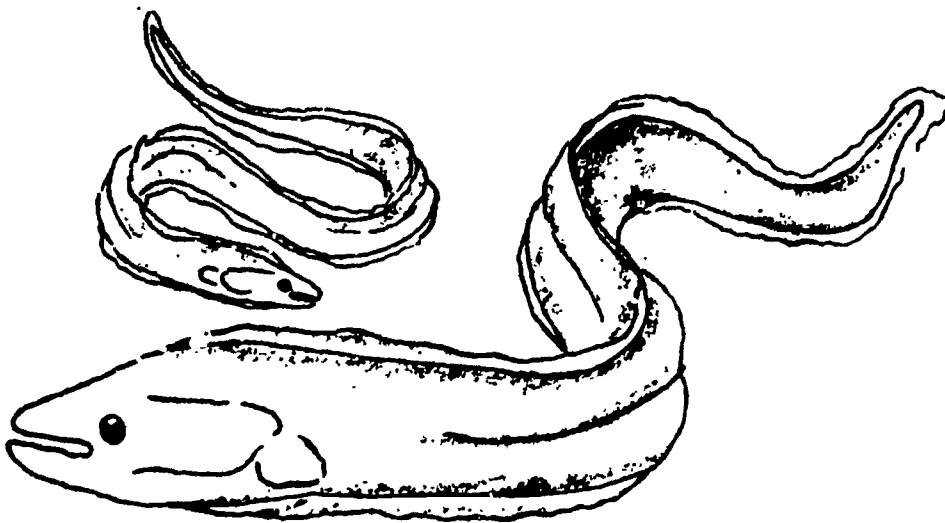
CIRCLES

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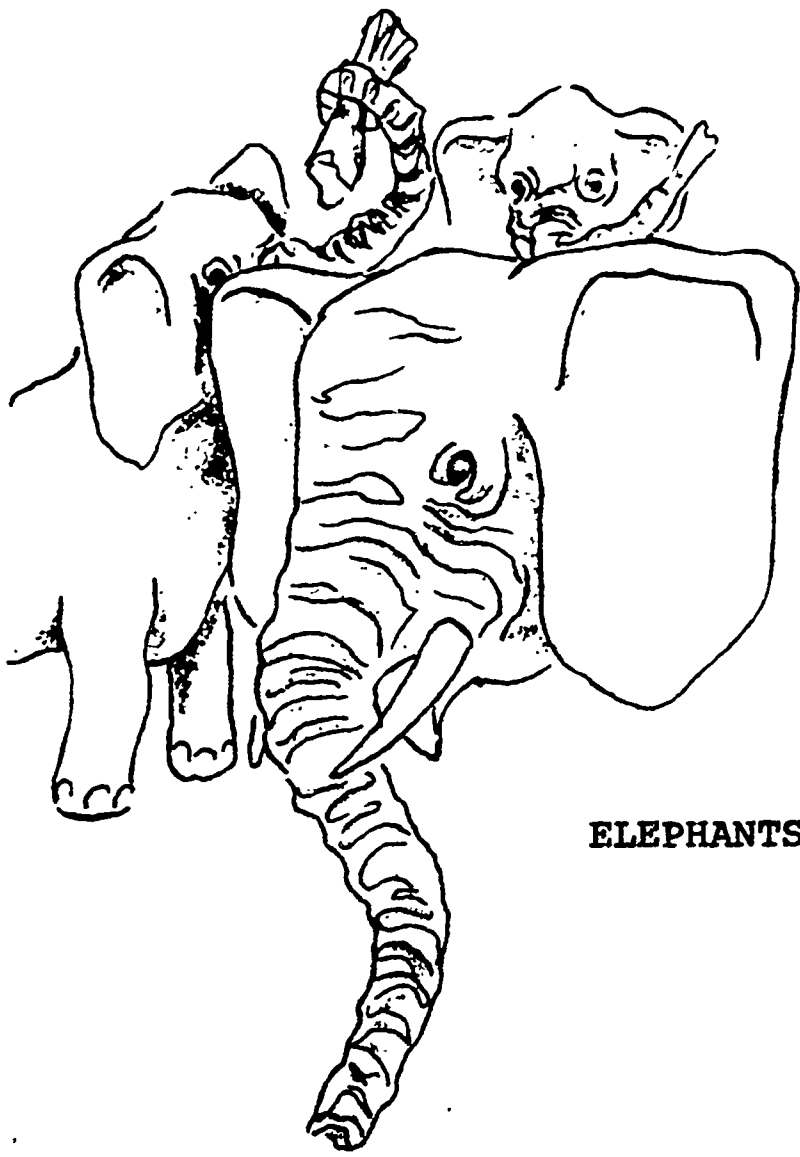


EARS



EELS

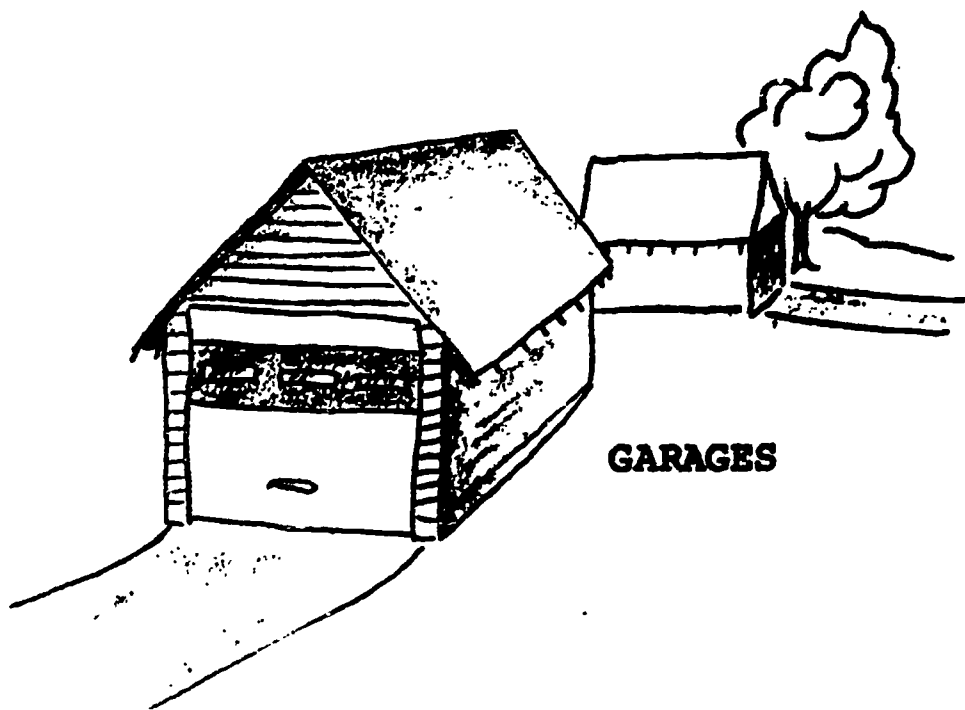
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5. _____
6. _____



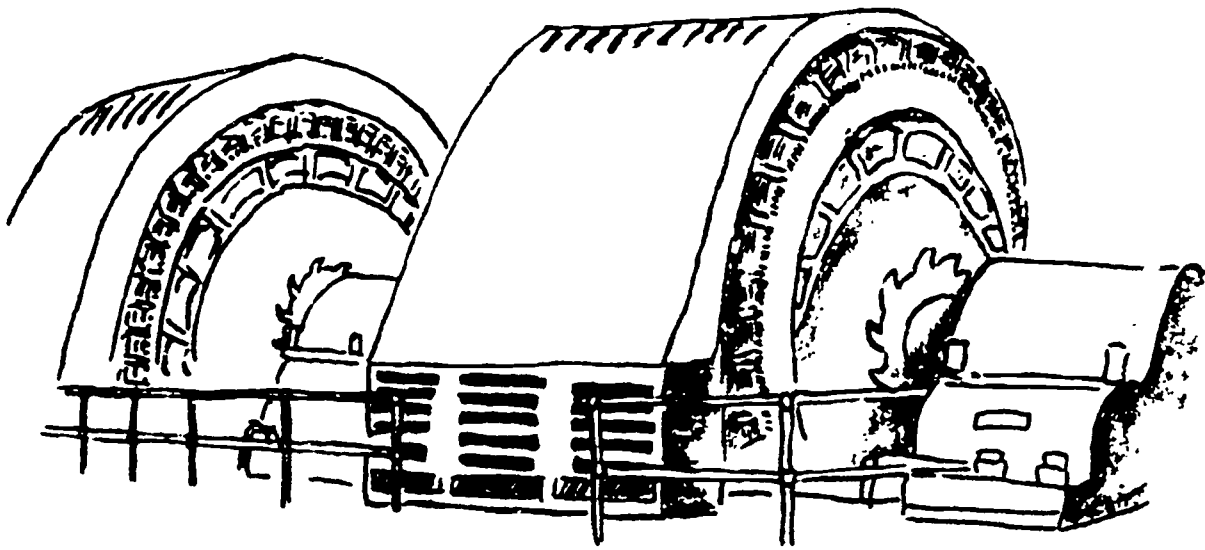
ELEPHANTS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



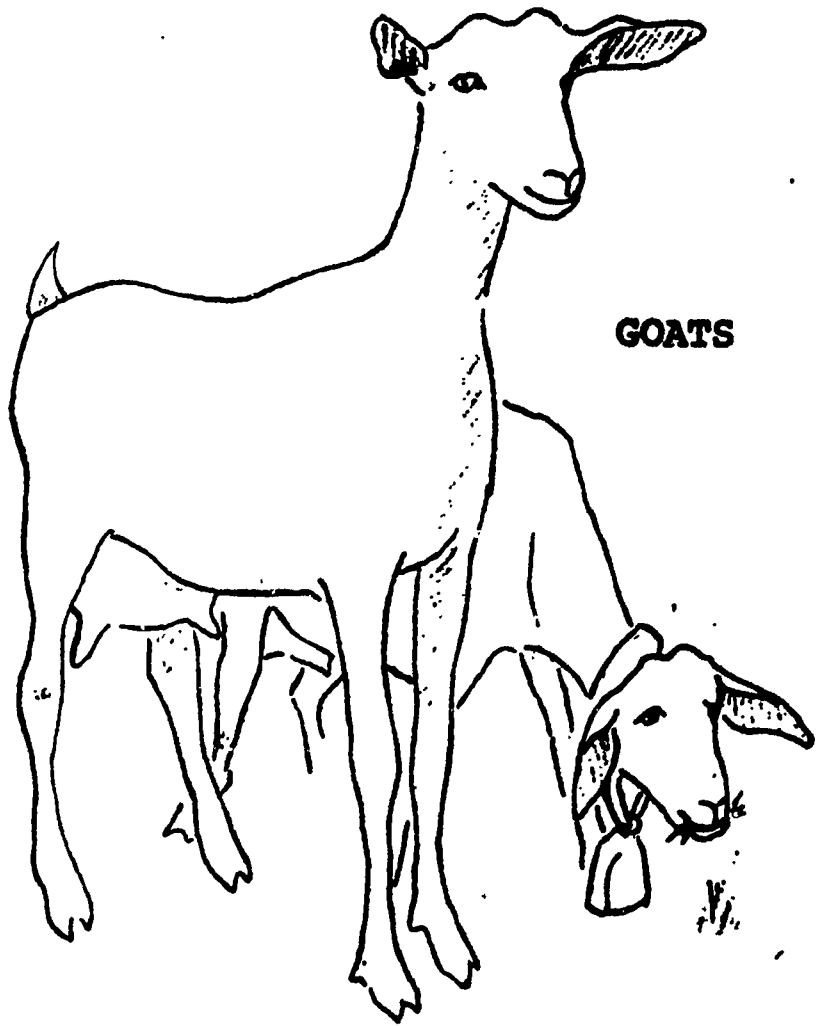
GARAGES



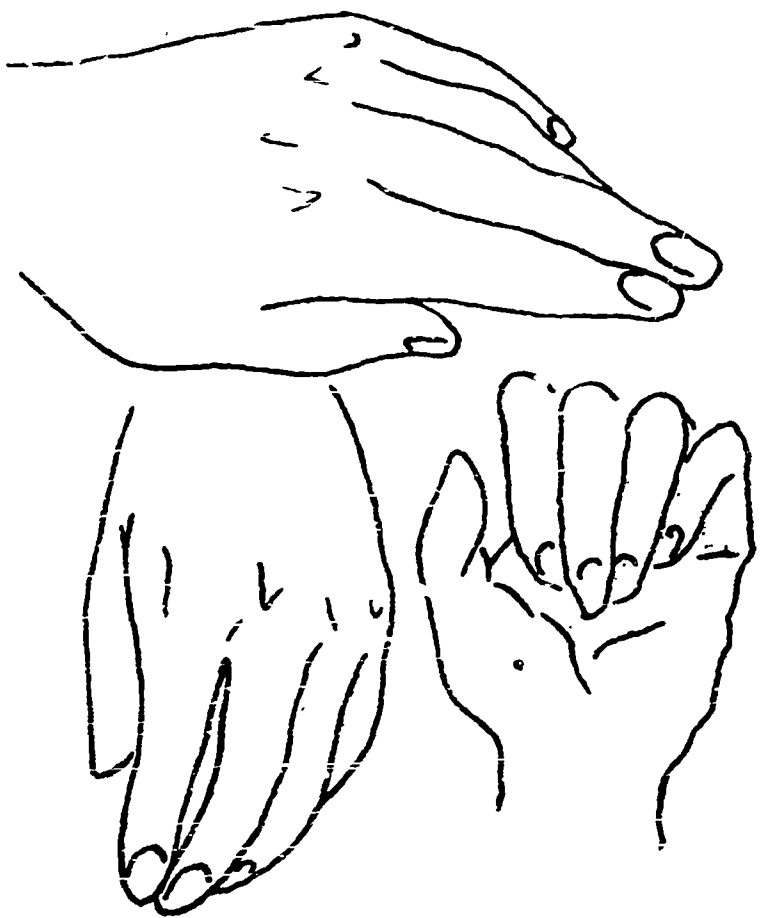
GENERATORS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



GOATS

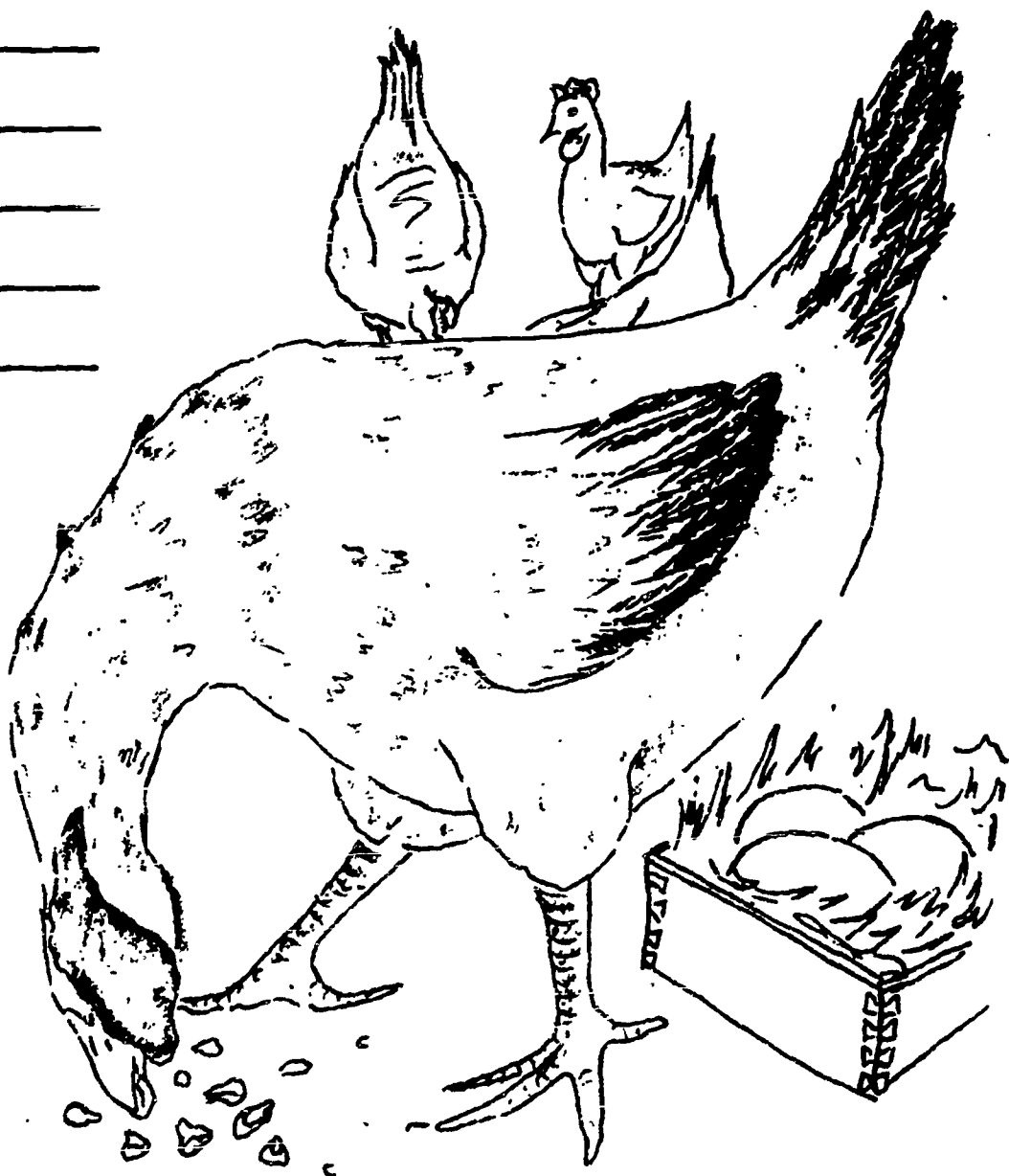


1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

HANDS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

HENS

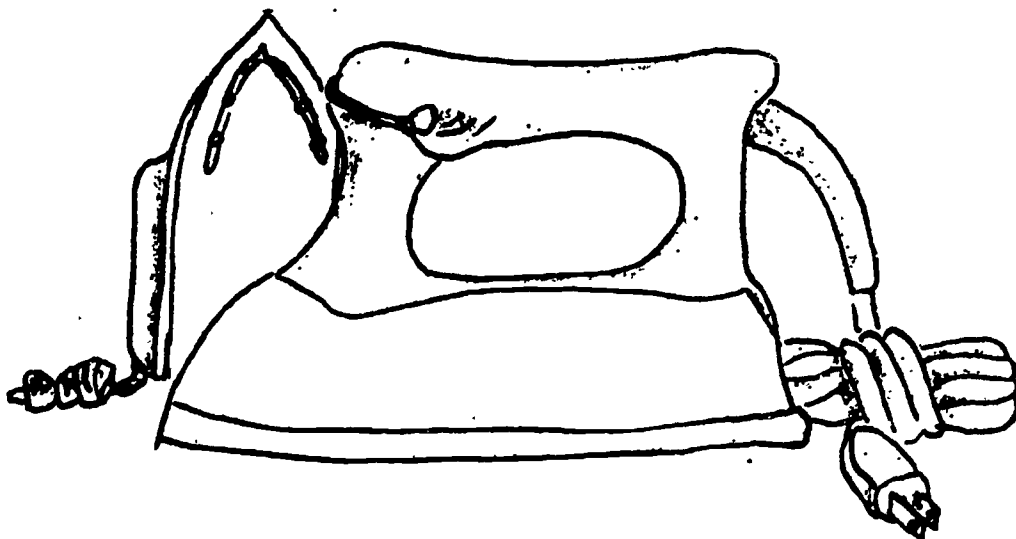


1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

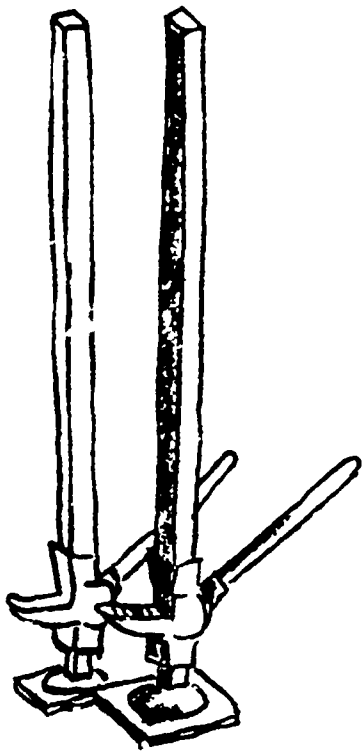
INDIANS



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



IRONS



JACKS (CAR)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

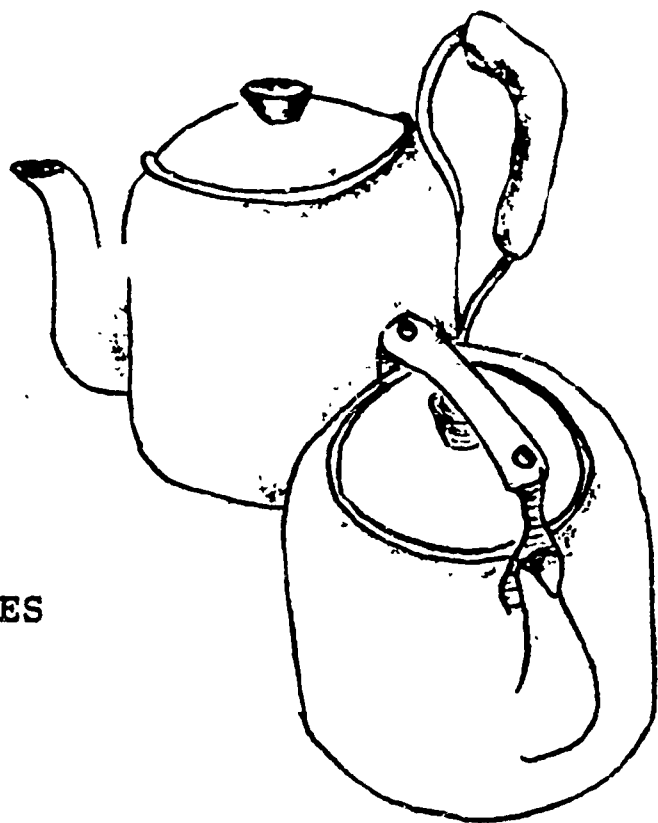


JARS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



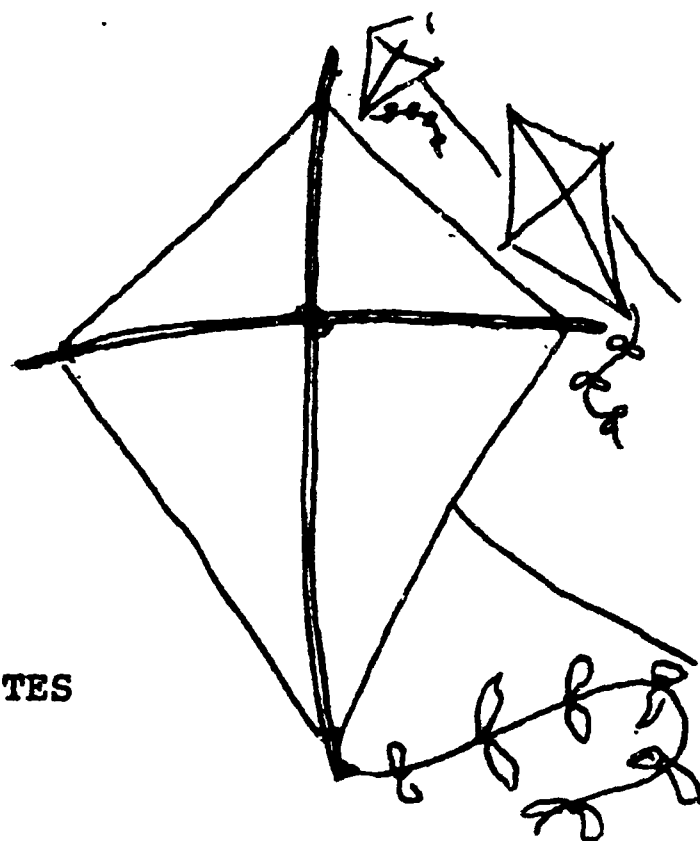
JUGS



KETTLES

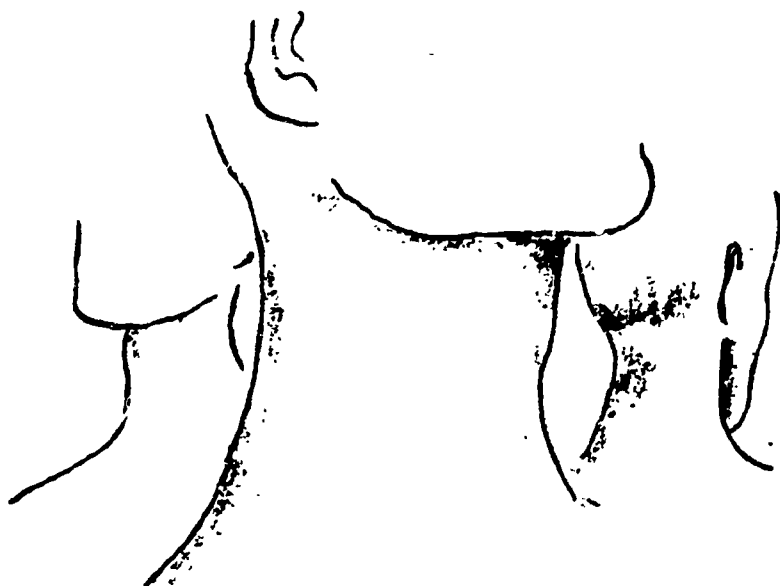
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



KITES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



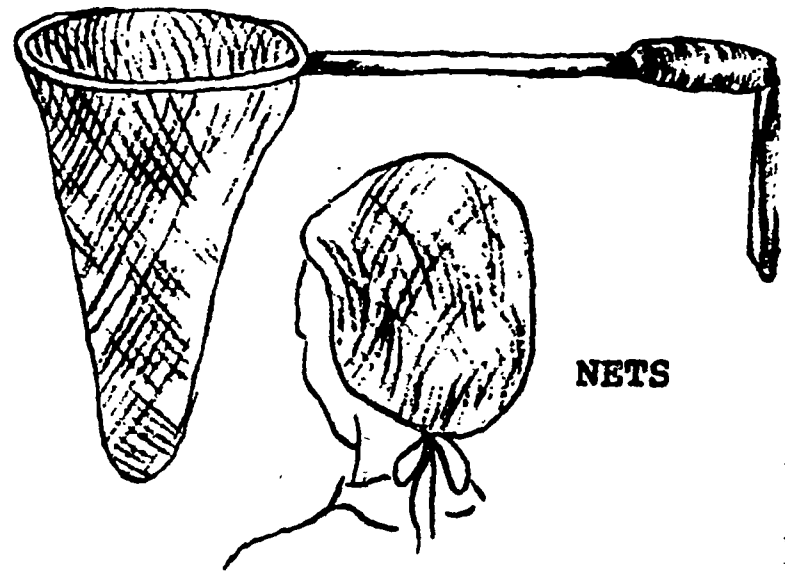
NECKS



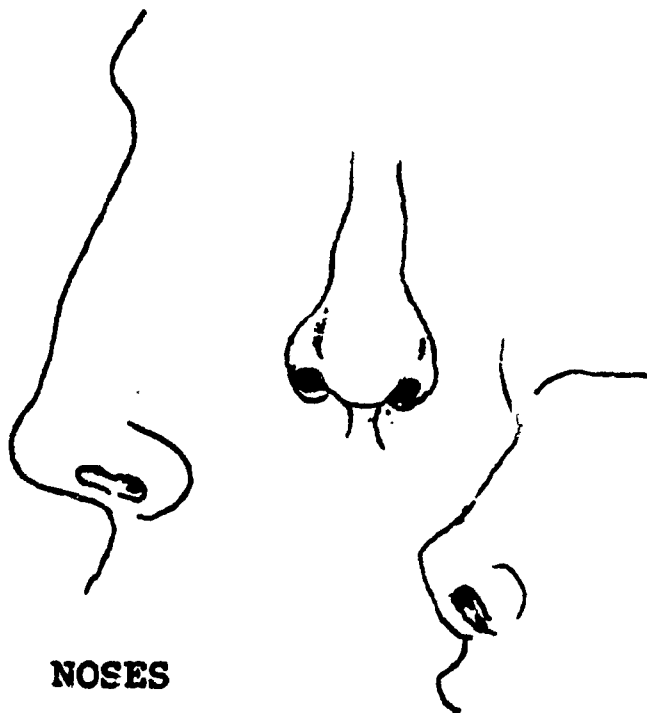
NESTS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

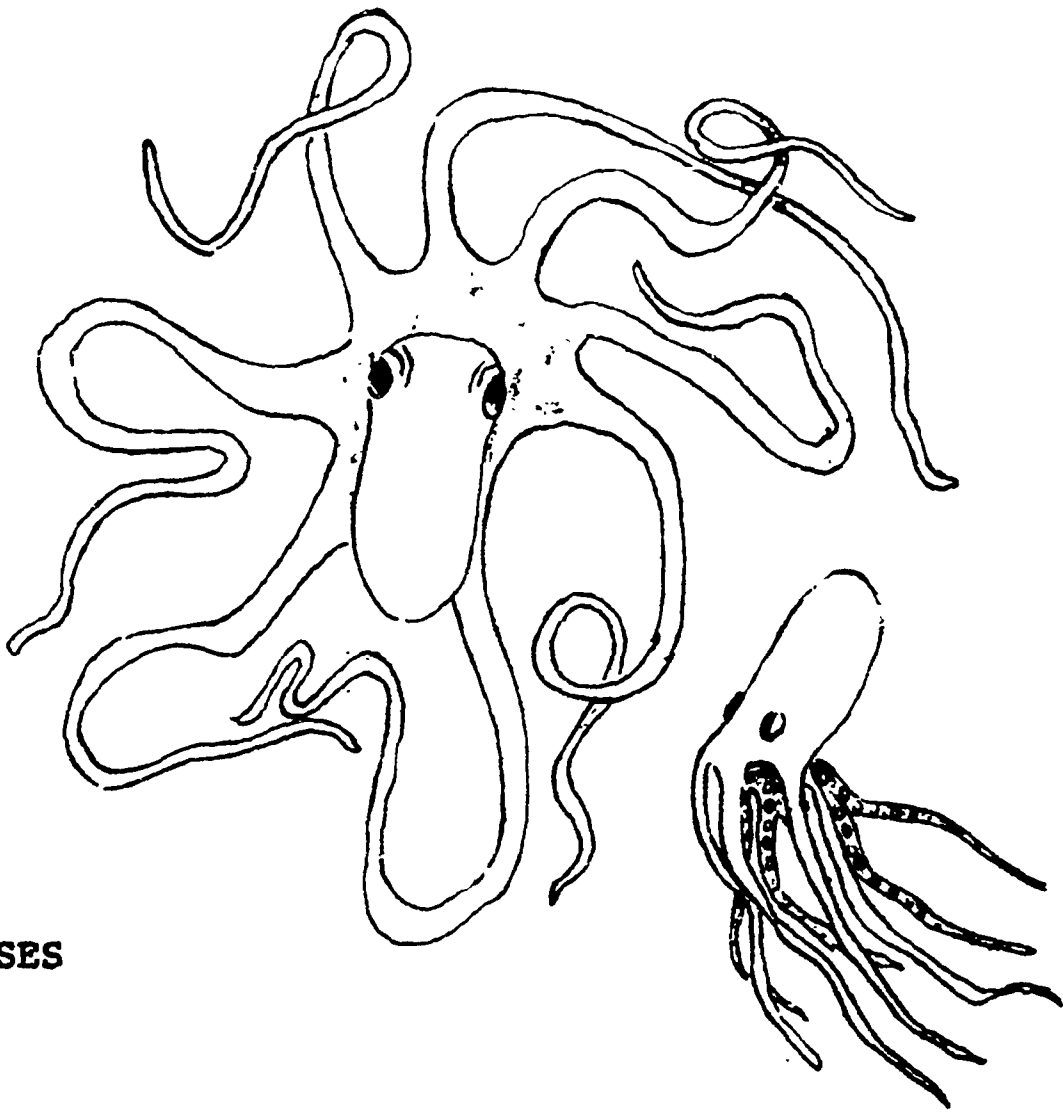


NETS



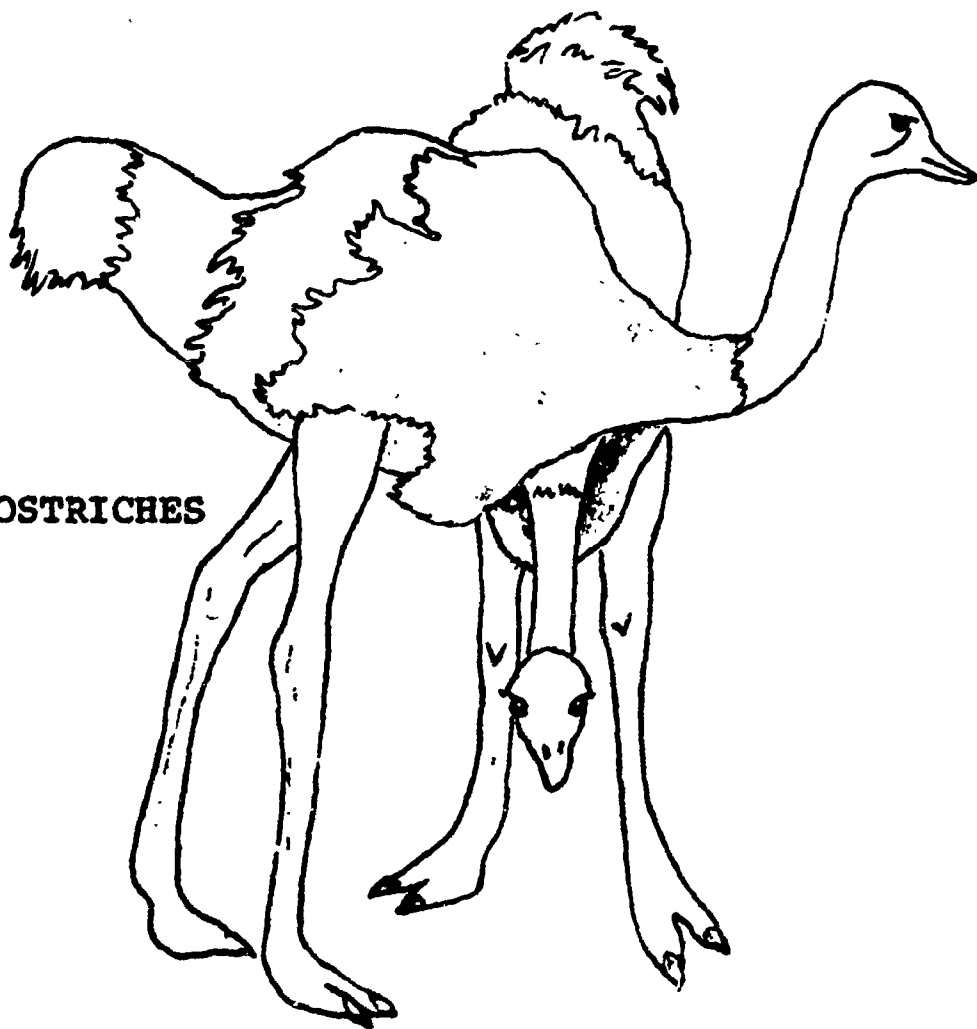
NOSES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



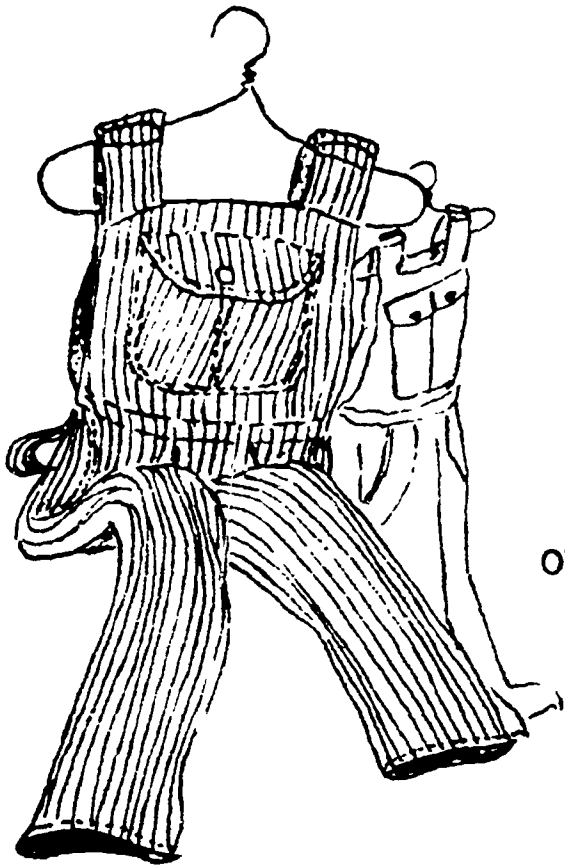
OCTOPUSES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



OSTRICHES

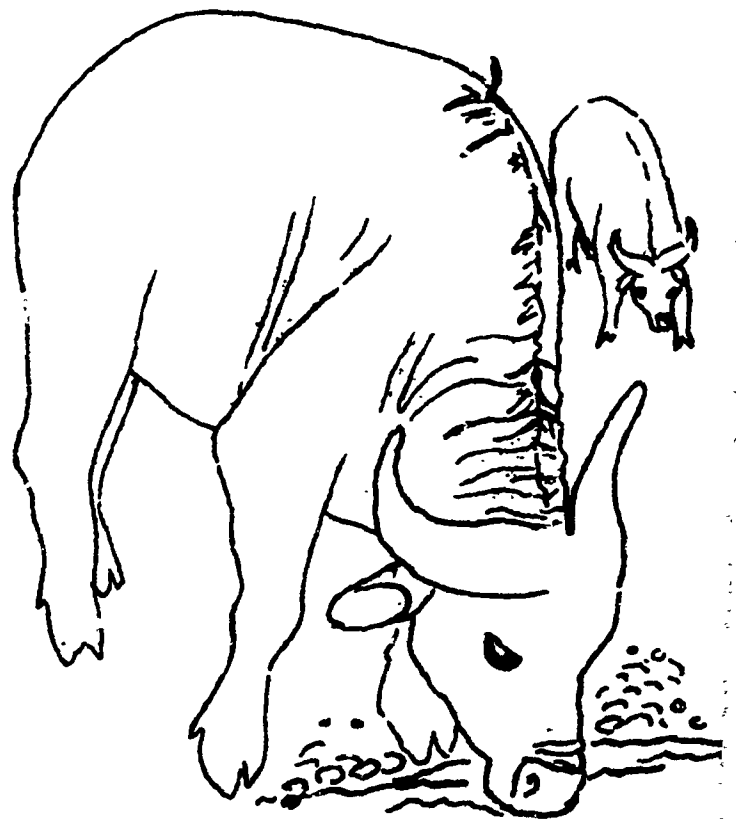
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



OVERALLS

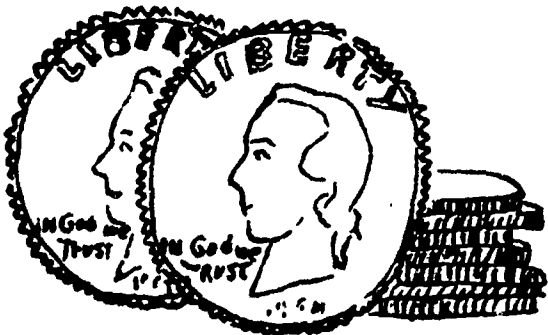
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

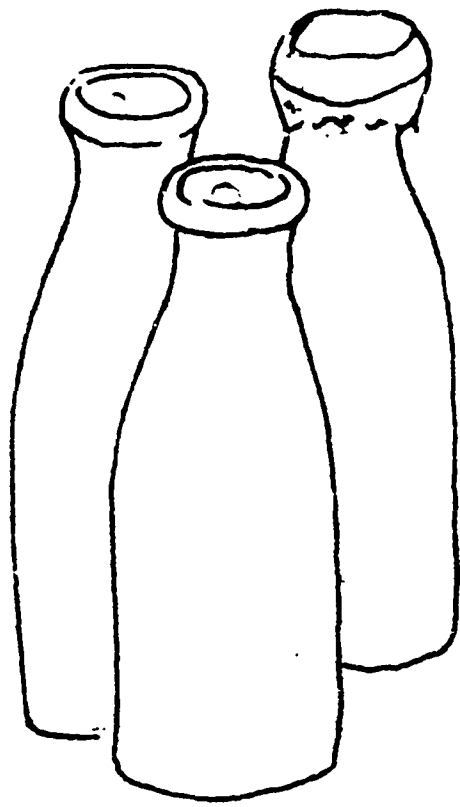


OXEN

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

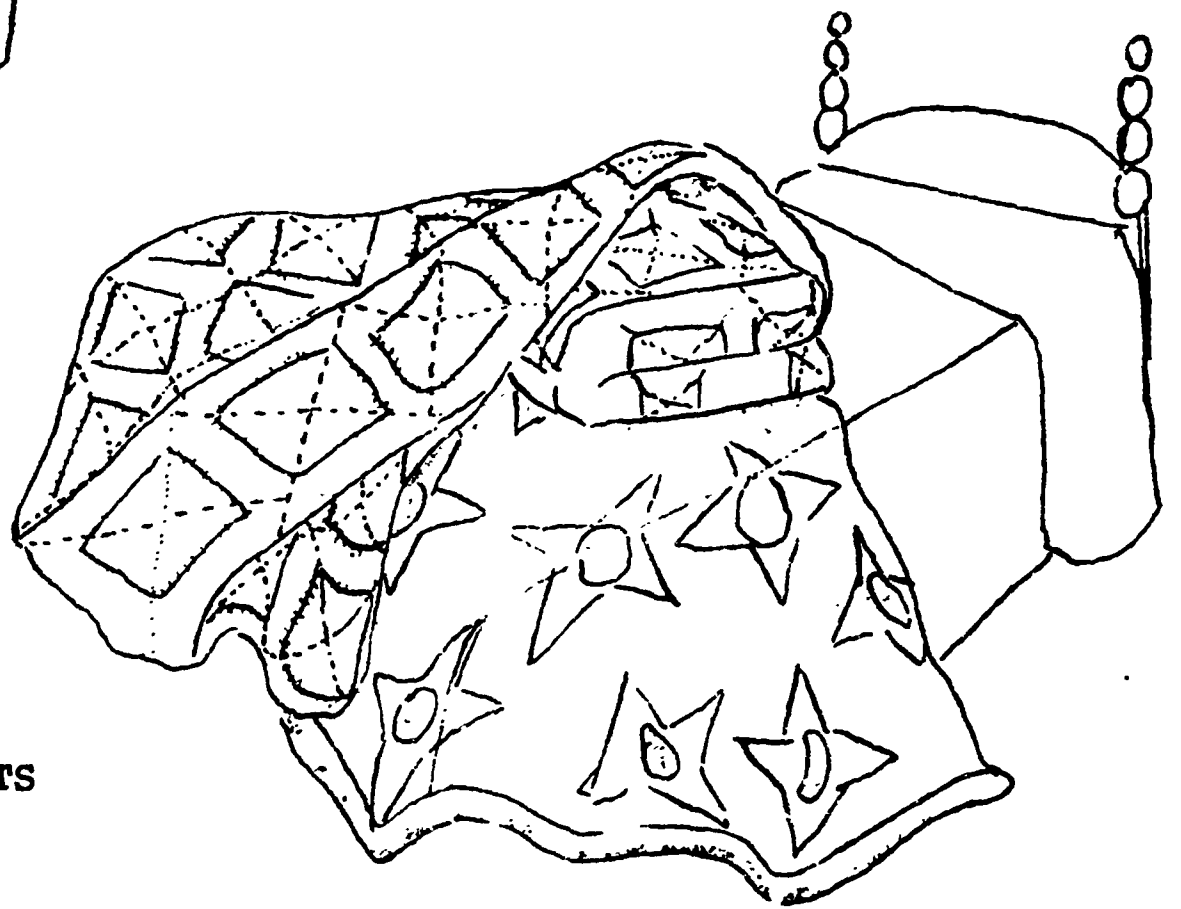


QUARTERS



QUARTS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



QUILTS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

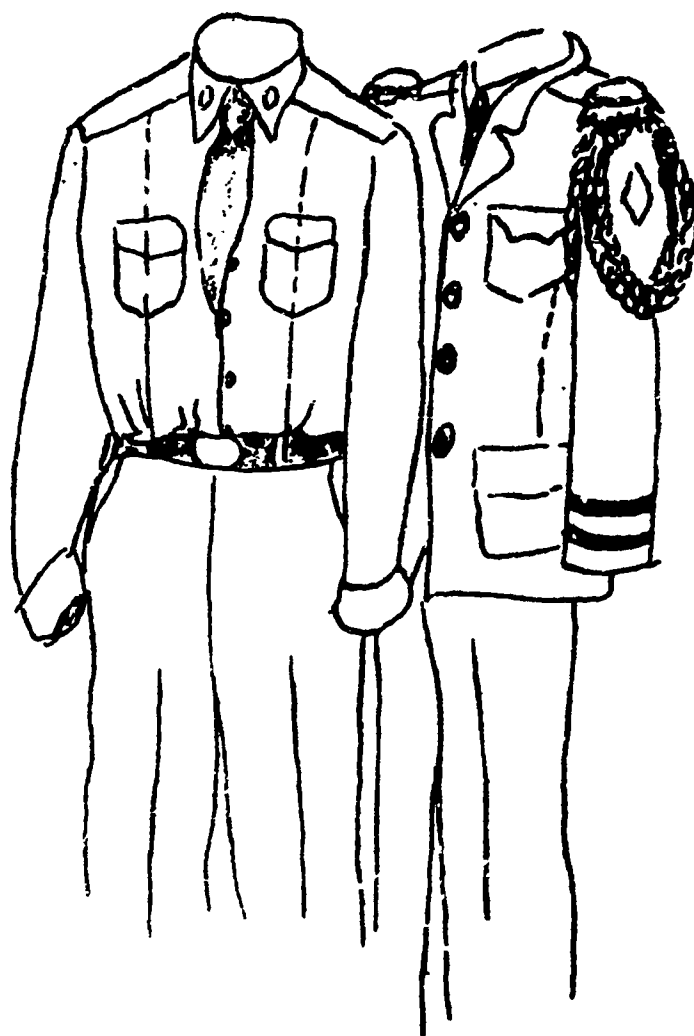


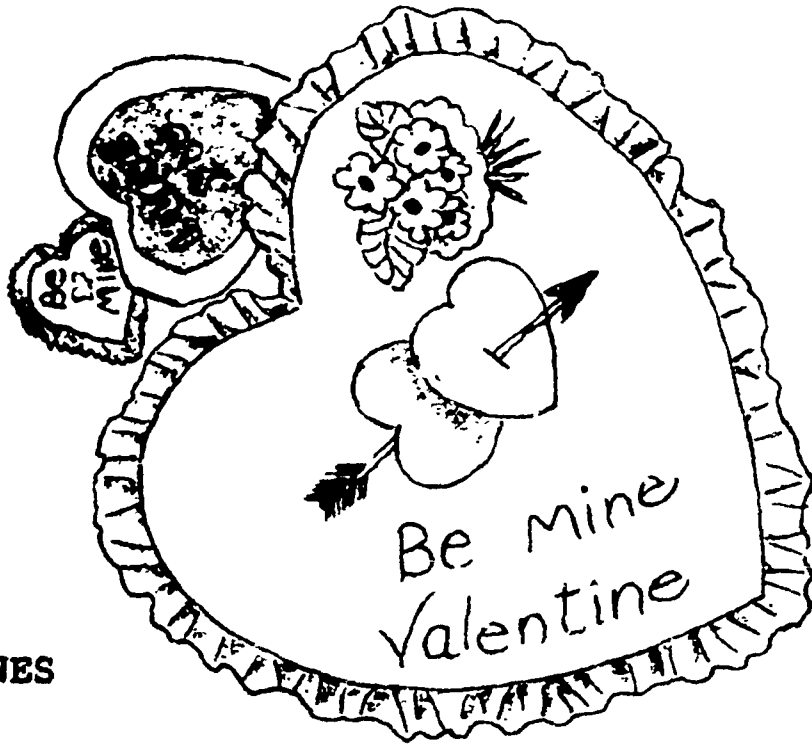
UMBRELLAS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

UNIFORMS

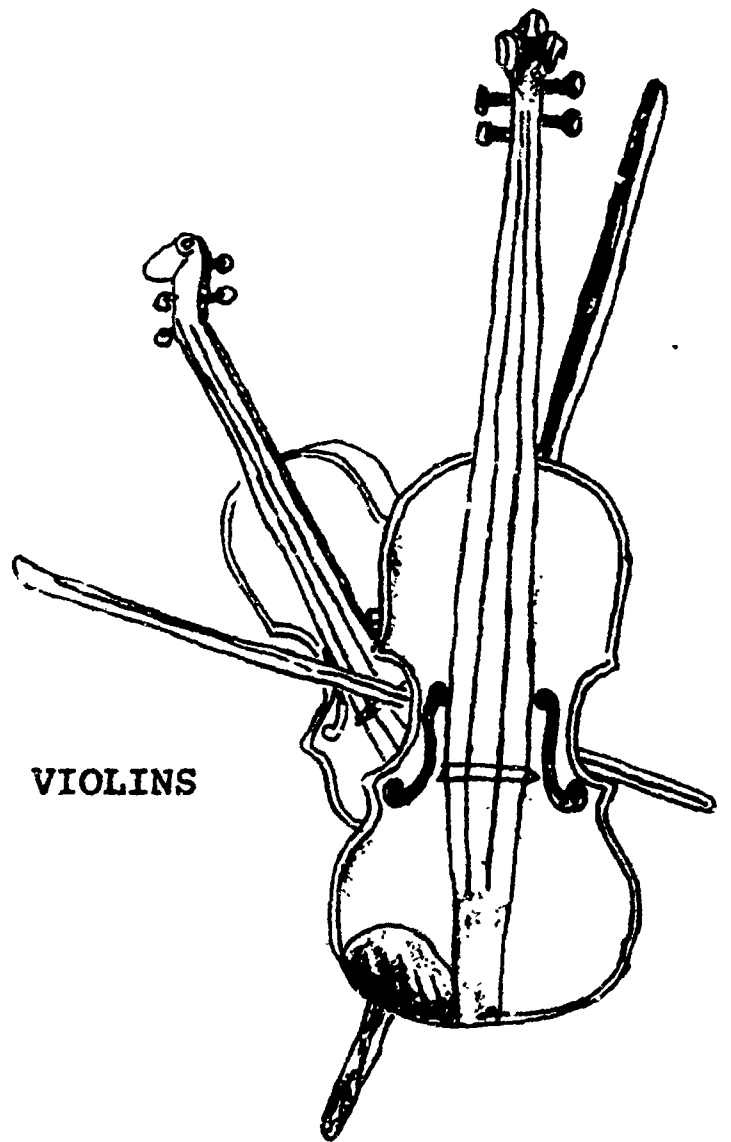




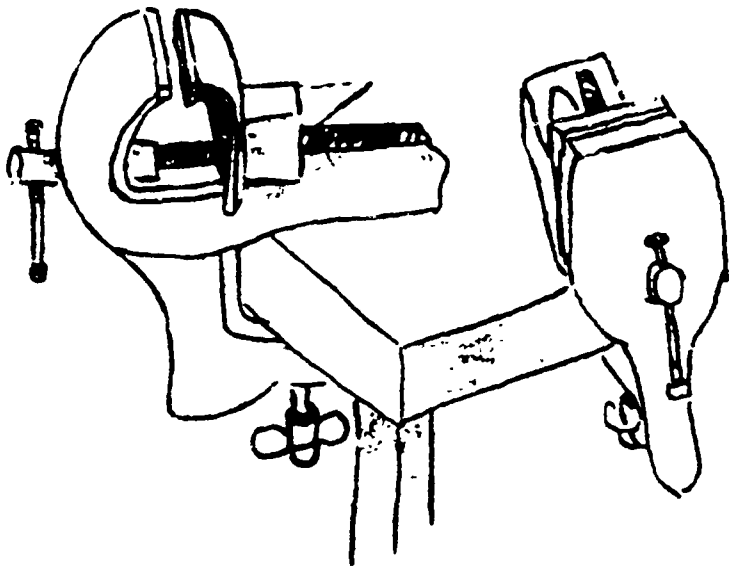
VALENTINES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



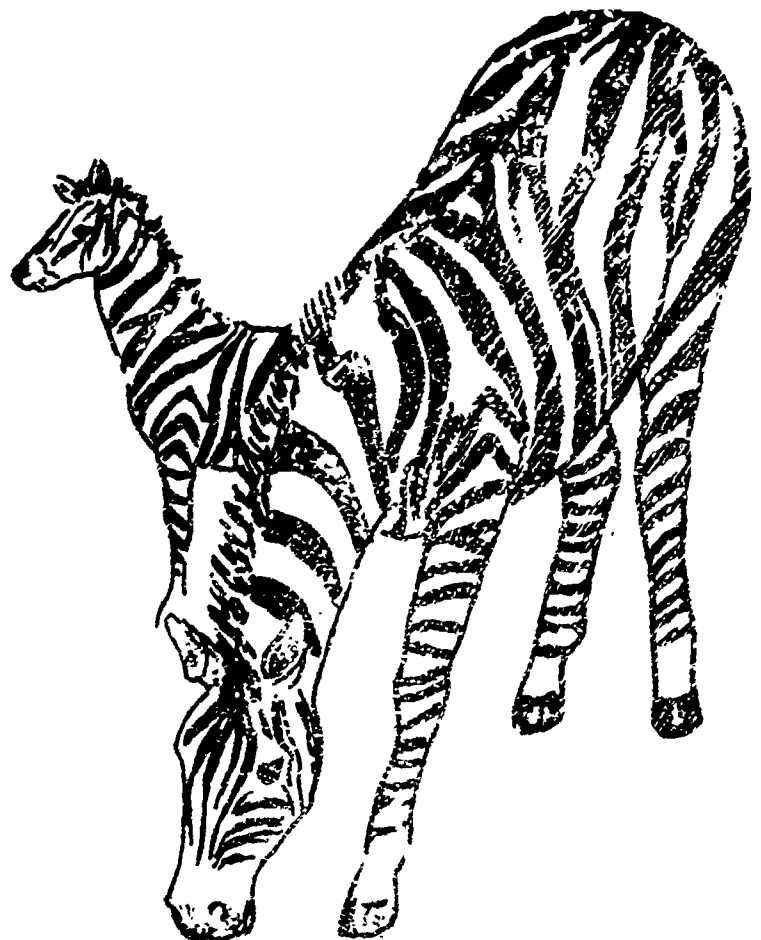
VIOLINS



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

VICES (WORK BENCH)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



ZEBRAS

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

a b c d e f g h i j k l m

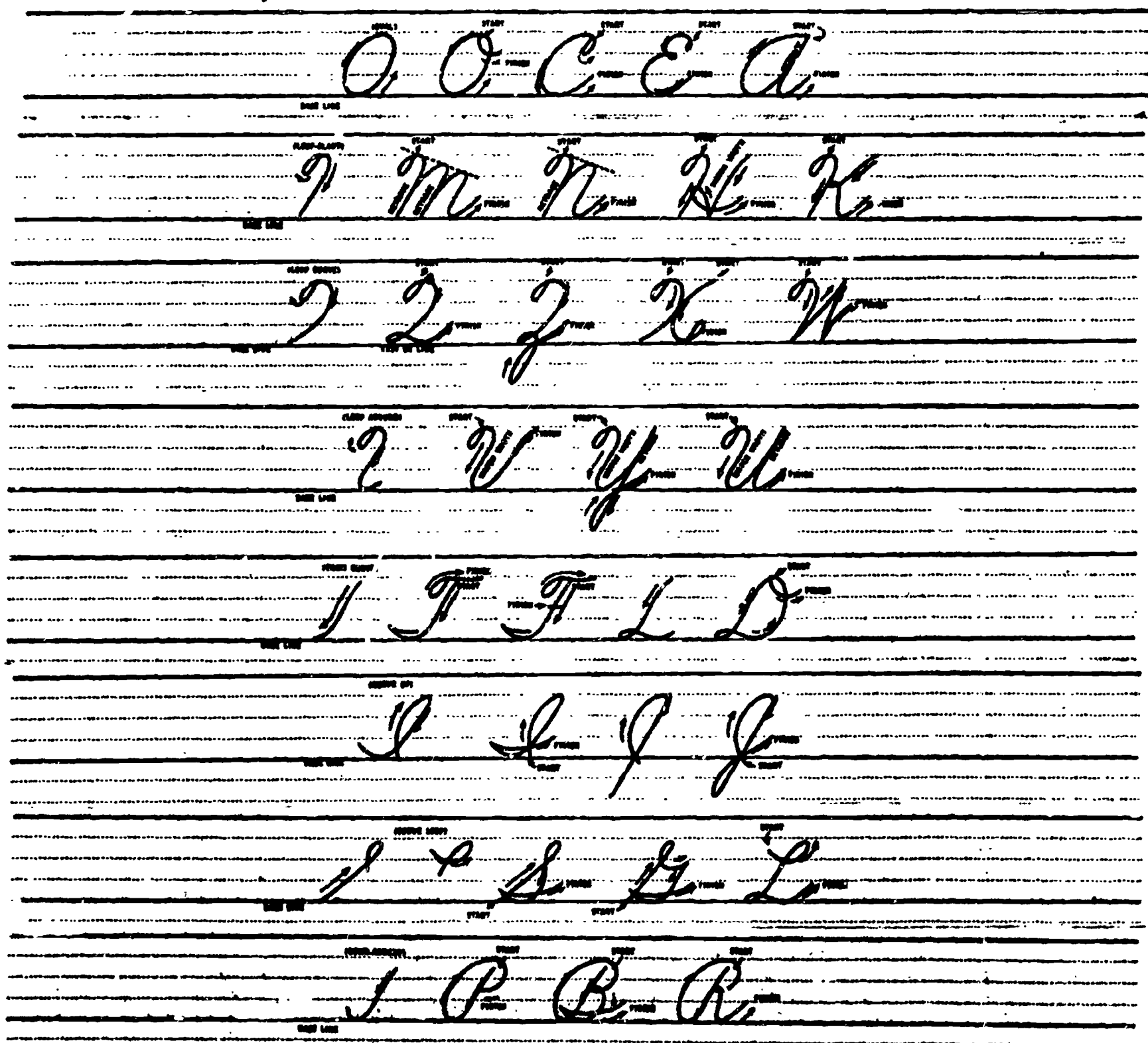
n o p q r s t u v w x y z

1 2 3 4 5 6 7 8 9 0 . , ? /

CAPITAL LETTER GROUPS

All capital letters are $\frac{3}{4}$ space in height. The capital letters do not touch the base line above the letters.

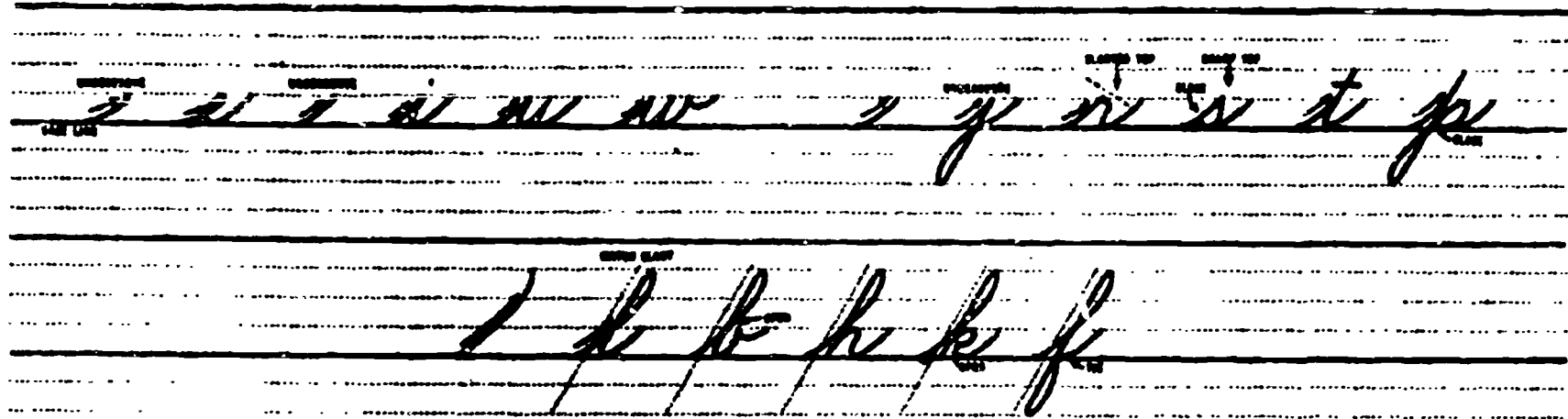
Notice that the beginning stroke of the letters O, C, E, and A is on the third imaginary line, or the height of each capital letter. These letters have an oval shape. All of the letters in this group except O can be joined to other letters.



BEGINNING AND ENDING STROKES

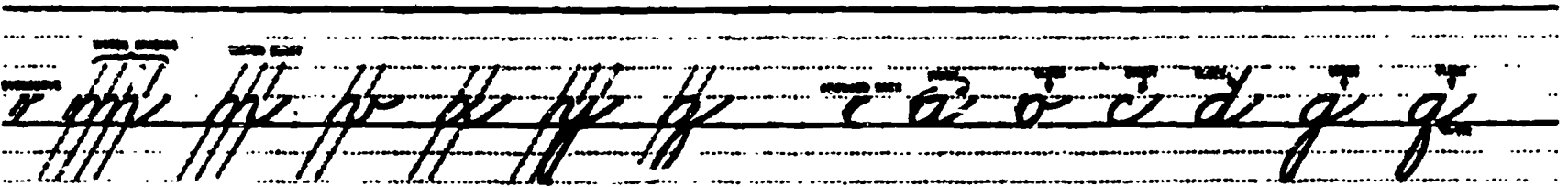
Beginning Strokes

The Undercurve Stroke



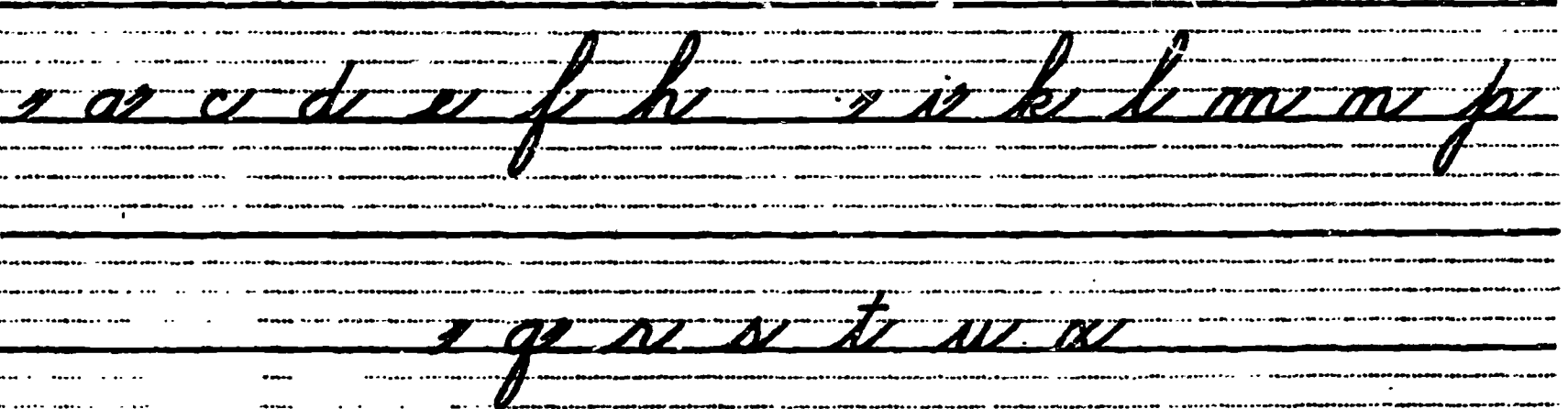
The Overcurve Stroke

The Rounded-back Stroke



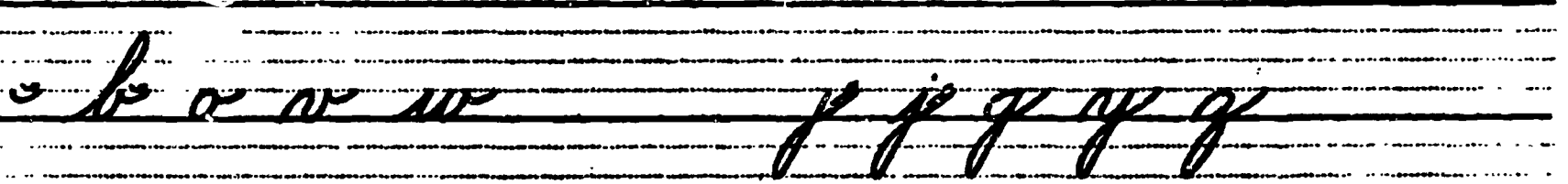
Ending Strokes

The Undercurve Stroke



The Retrac: and Swing Stroke

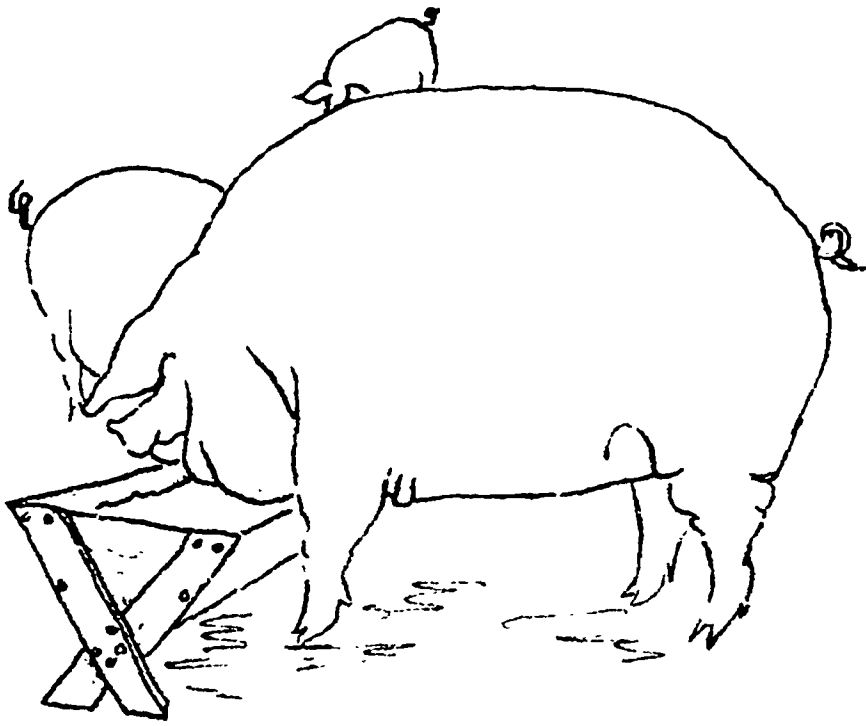
The Tail-letter Ending Stroke



A																	
B																	
C																	
D																	
E																	
F																	
G																	
H																	
I																	
J																	
K																	
L																	
M																	
N																	
O																	
P																	
Q																	
R																	
S																	
T																	
U																	
V																	
W																	
X																	
Y																	
Z																	

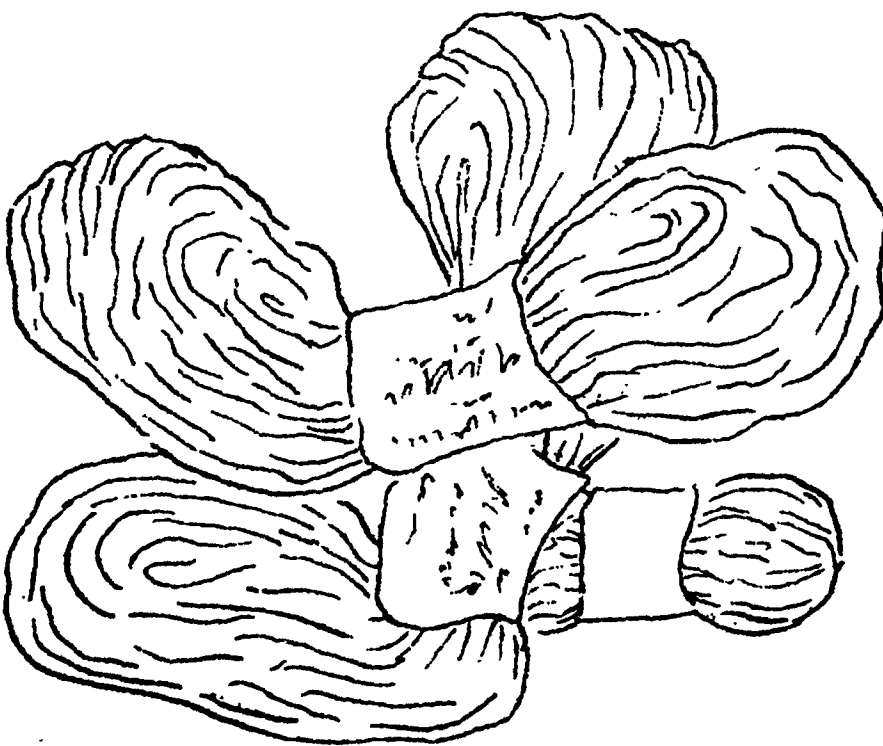
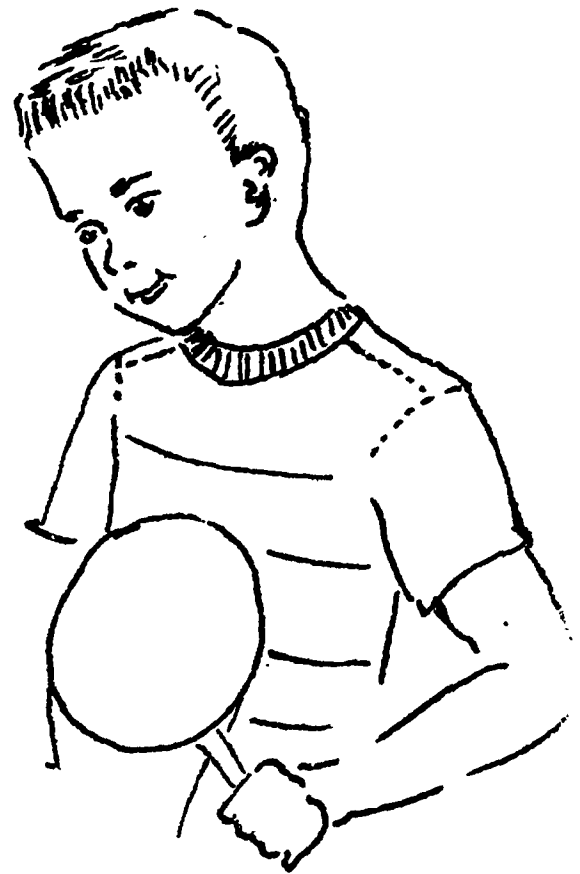
VOCABULARY IN ENGLISH SPEAKING

airplane	fence	pants
angel	fish	pen
ant	flower	pencil
ape	garage	picture
apple	general	pig
apron	generation	pin
ax	giant	post
baby	girl	quarter (coin)
ball	goat	quilt
banana	gun	queen
barn	gypsy	rifle
basket	hand	ring
bed	hat	road
block	hen	rocket
blouse	horse	saw
boat	ice	shed
bone	Indian	sheep
book	insect	shirt
boot	iron	shoe
bottle	ivy	skirt
bowl	jack	socks
box	jacket	suitcase
boy	jar	table
building	jug	telephone
bus	key	thread
calendar	kettle	tie
camera	king	tire
car	kite	tractor
cat	knife	train
celery	ladder	tree
cement	lamp	truck
chair	light bulb	umbrella
cigarette	light switch	uniform
circle	lighter	valentine
clock	lion	valve
coat	matches	violin
cow	men	vise
desk	nail	wagon
dog	neck	watch
dollar	nest	windmill
donkey	net	window
door	nickel (coin)	women
dress	nose	a(x)
duck	nut	bo(x)
ear	octopus	fo(x)
Easter lily	okra	o(x)
eel	olive	yard
egg	orange	yarn
Egypt	ostrich	yo-yo
elbow	overalls	zebra
elephant	ox	zipper



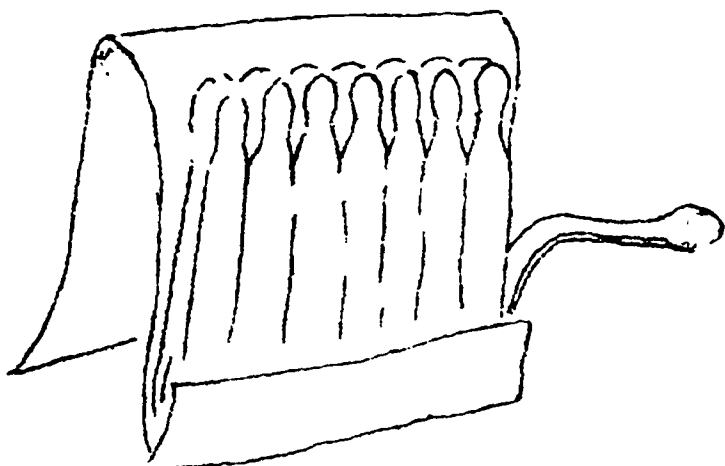
What are these?

What is this?

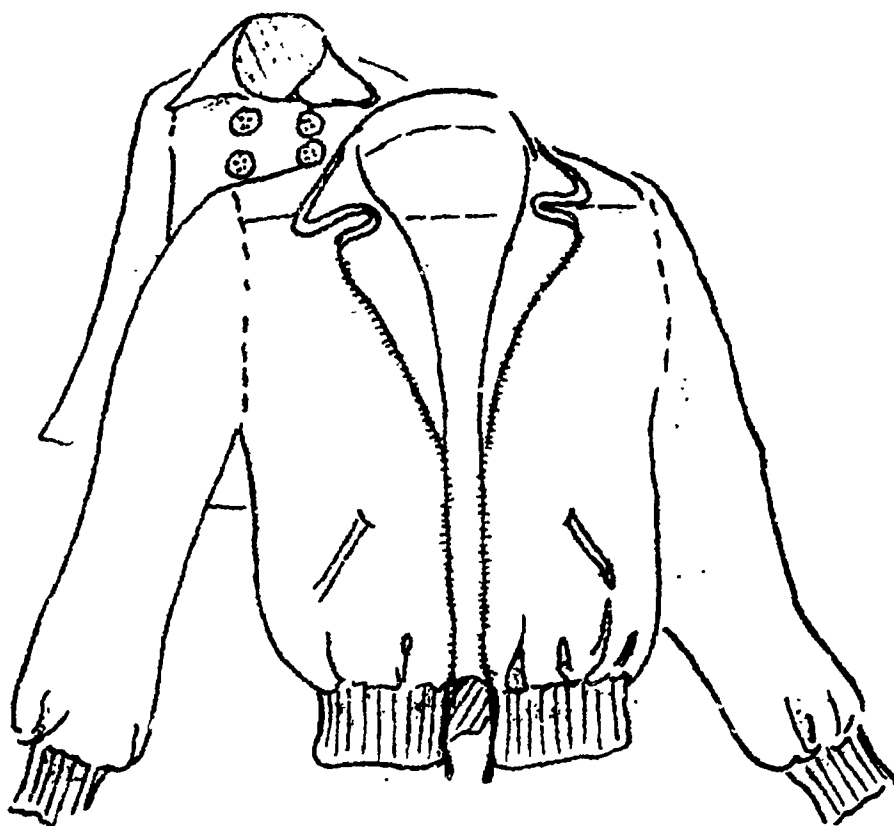


What are These?

What are these?

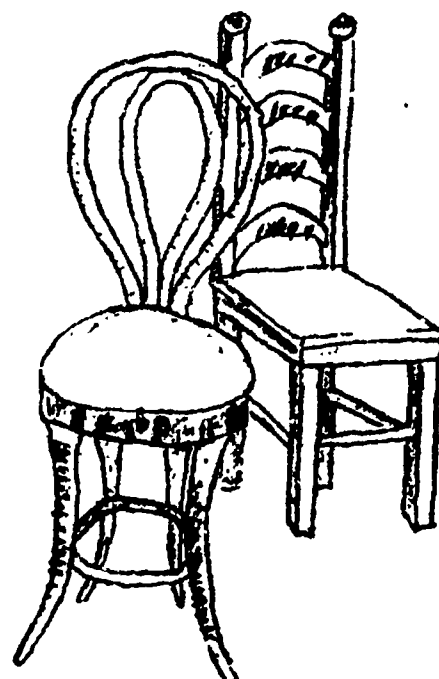


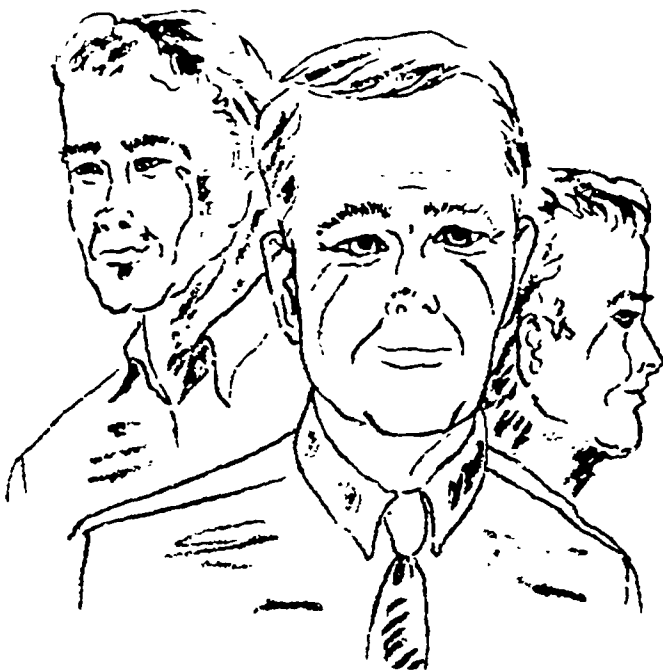
What is this?



What are these?

What are these?

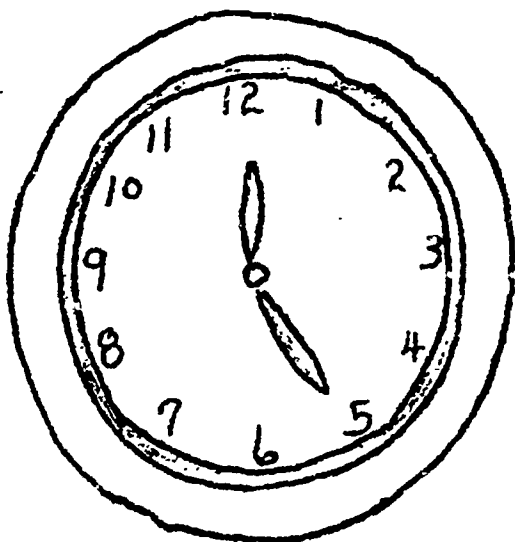




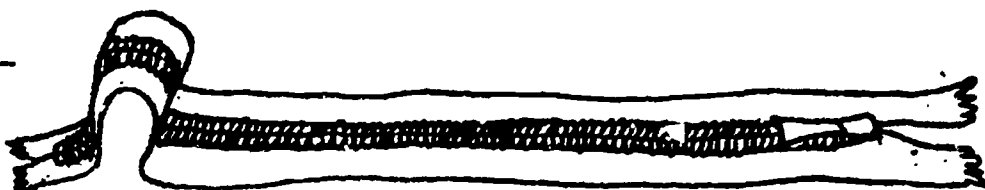
What are these?



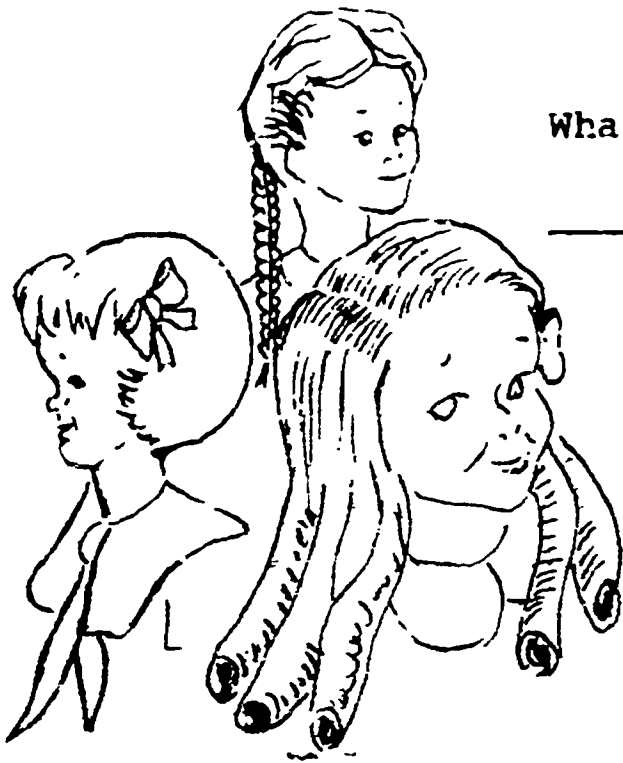
What is this?



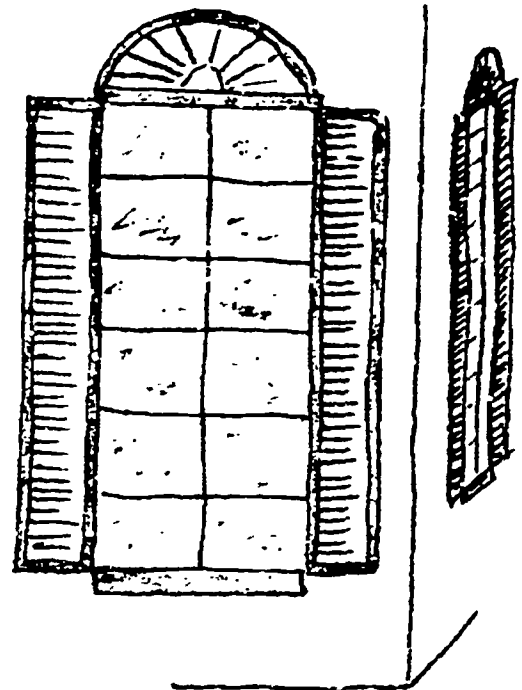
What is this?



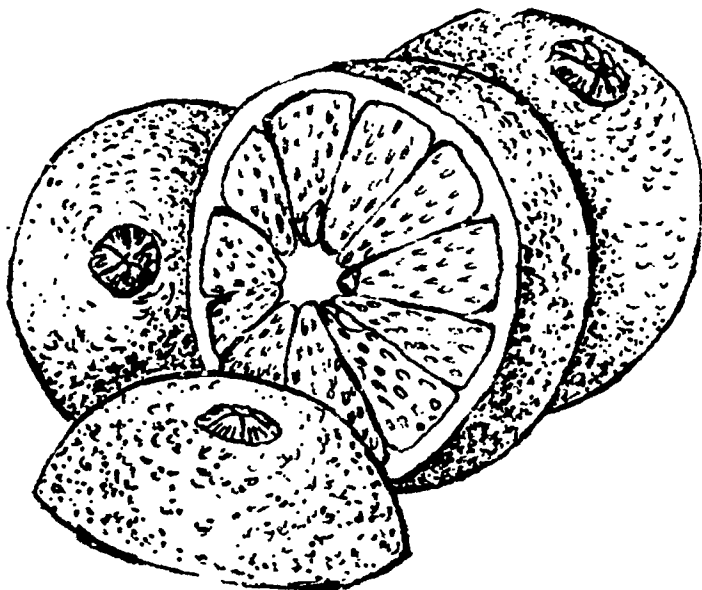
What is this?



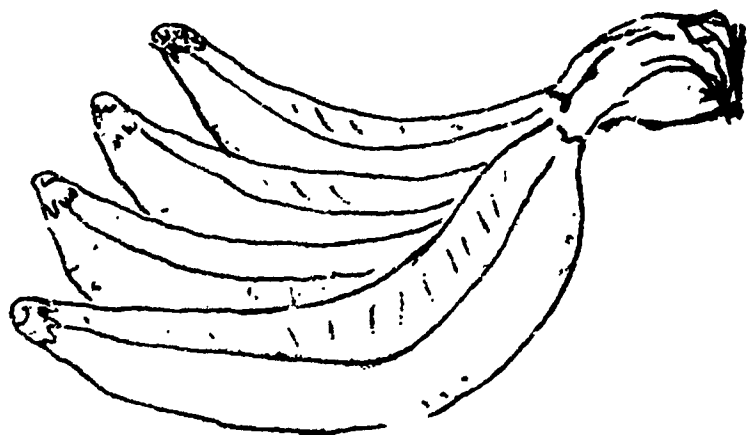
What are these?



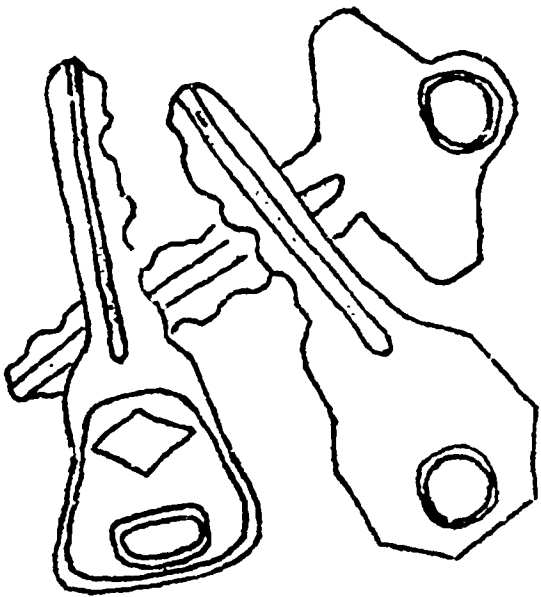
What are these?



What are these?

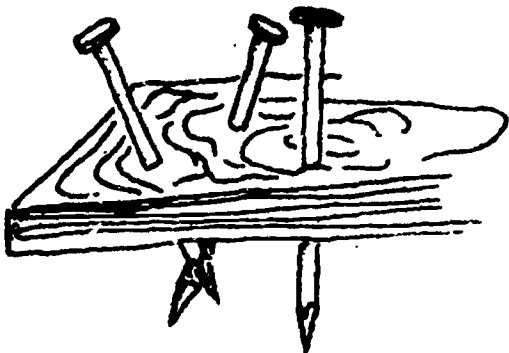
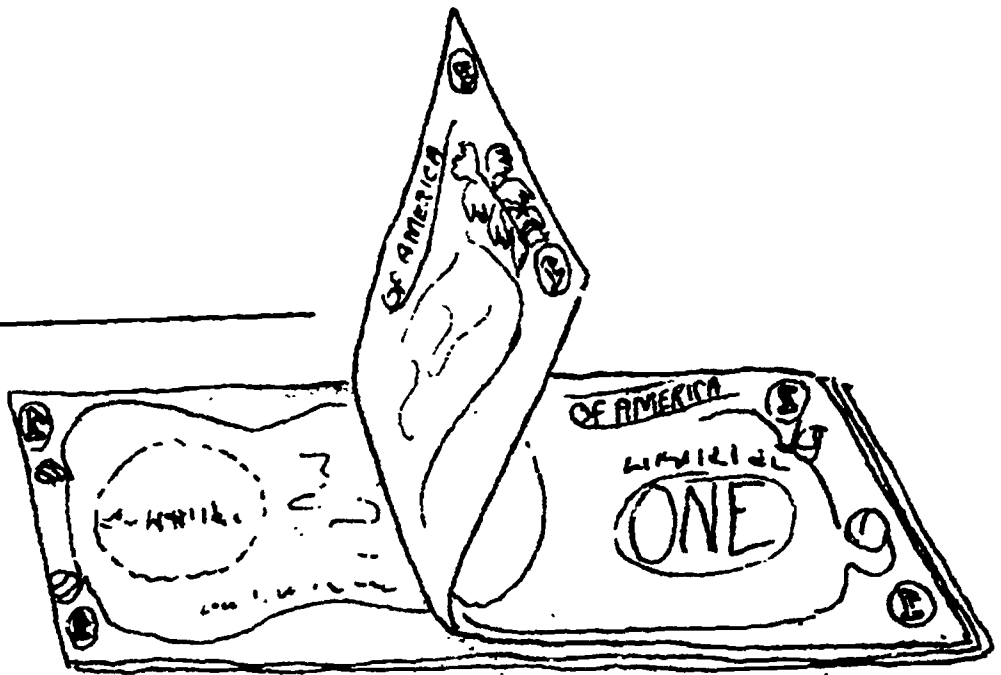


What are these?

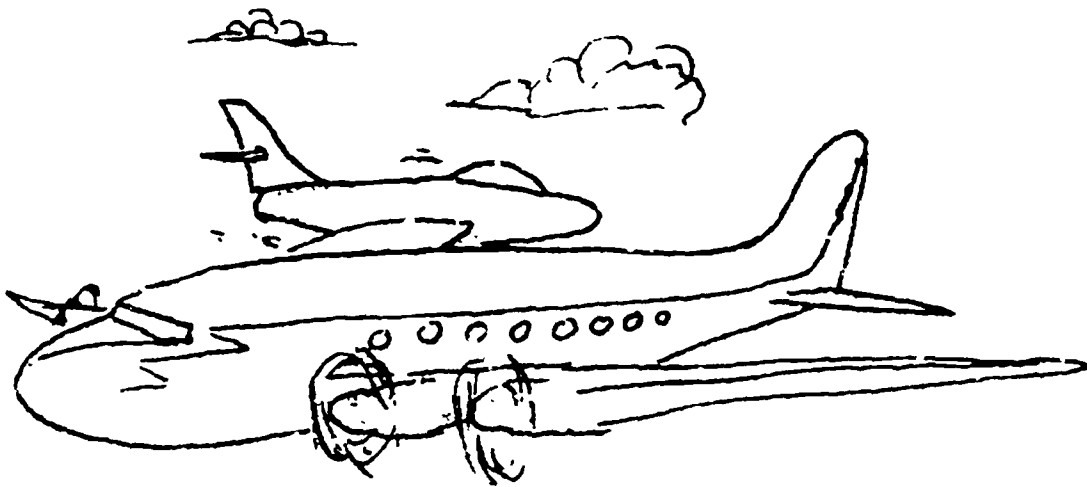


What are these?

What are these?

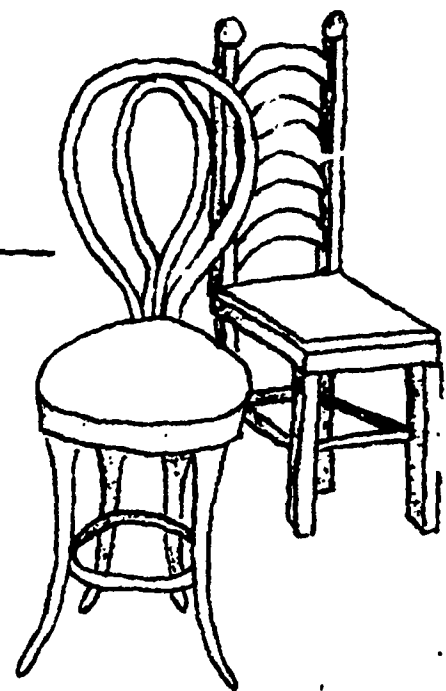


What are these?

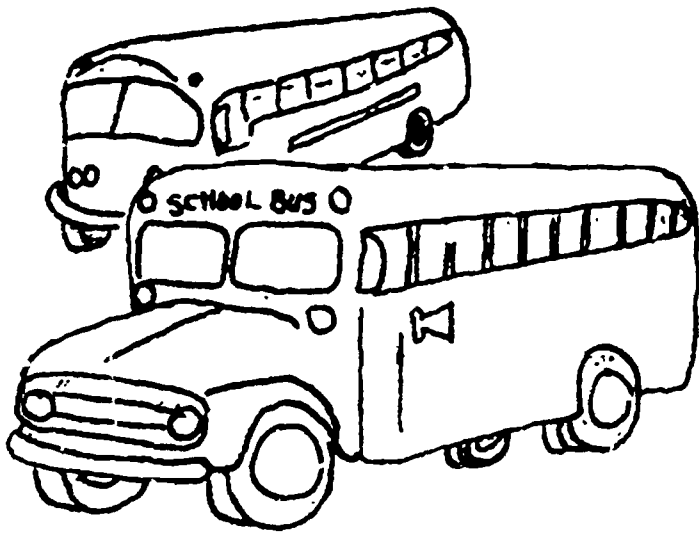


What are these?

What are these?

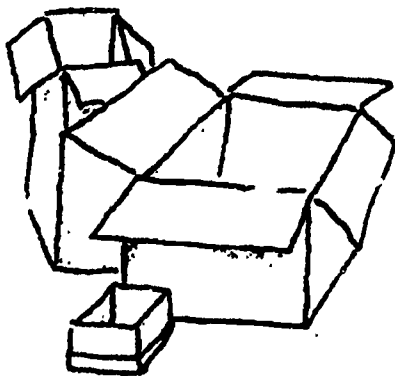
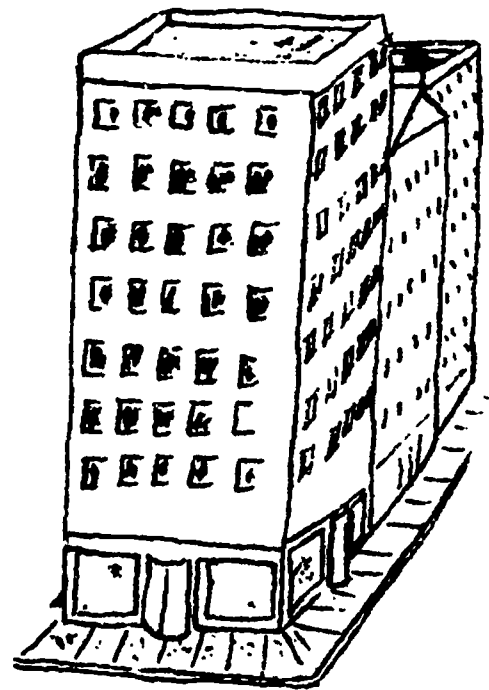


What are these?



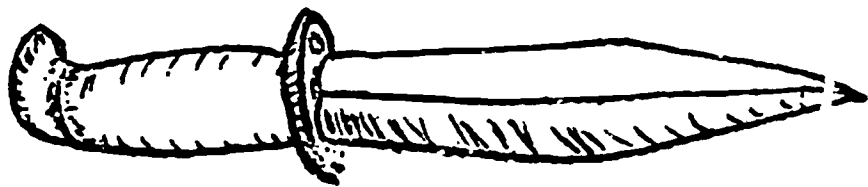
What are these?

What are these:



What are these?

What is this?

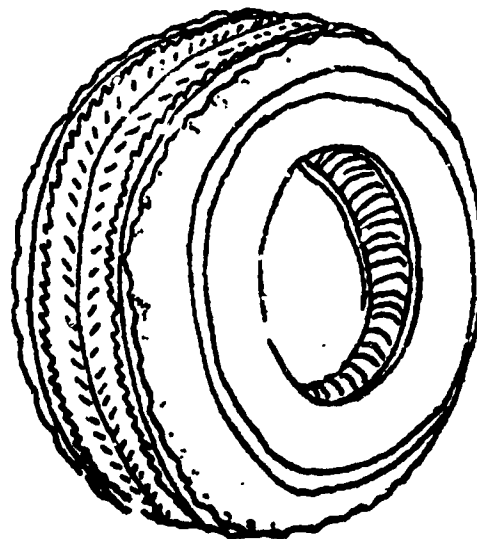


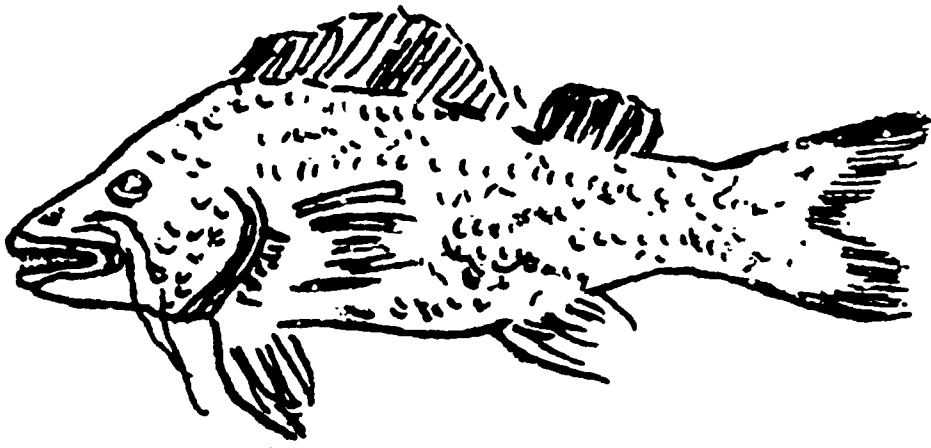
What are these?



What is this?

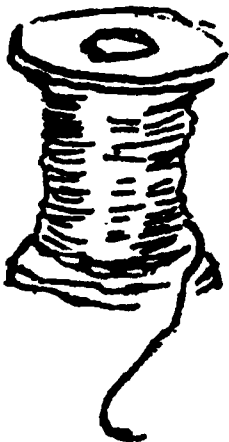
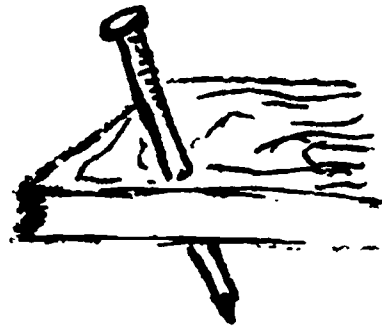
What is this?





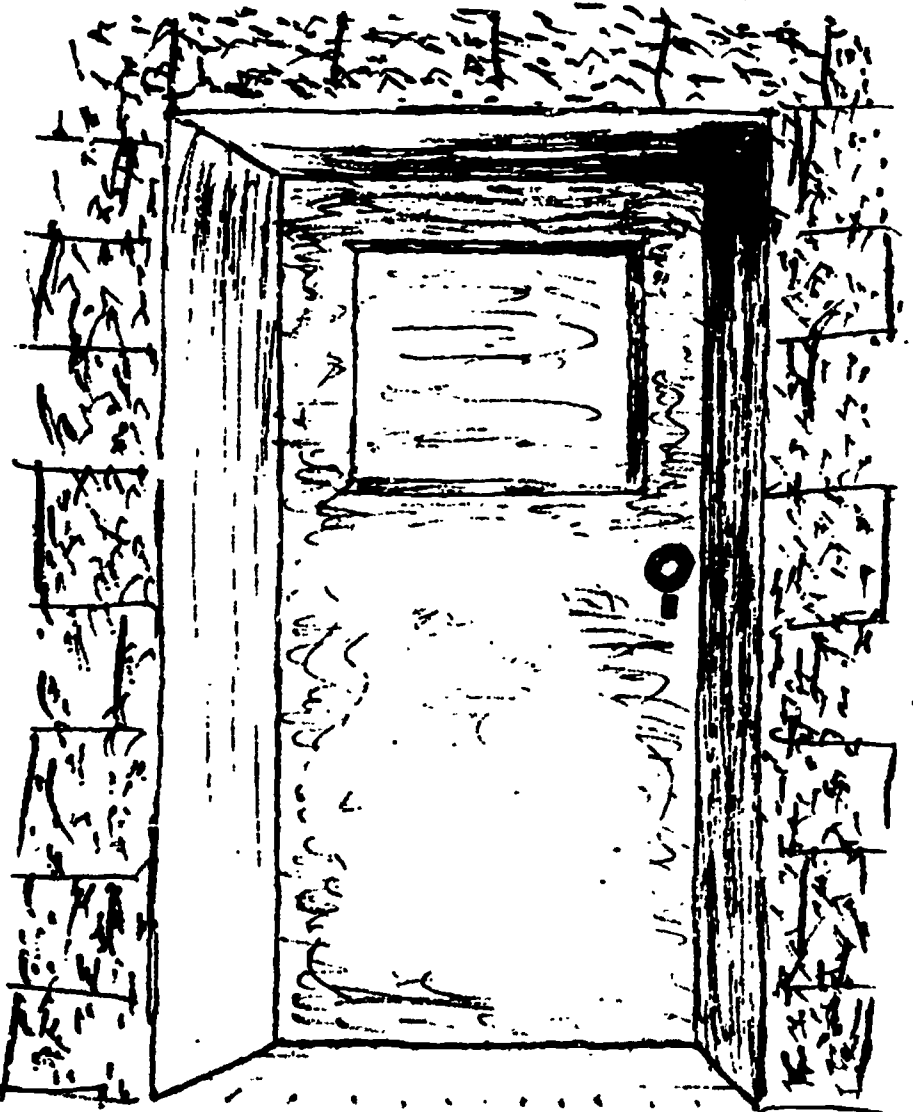
What is this?

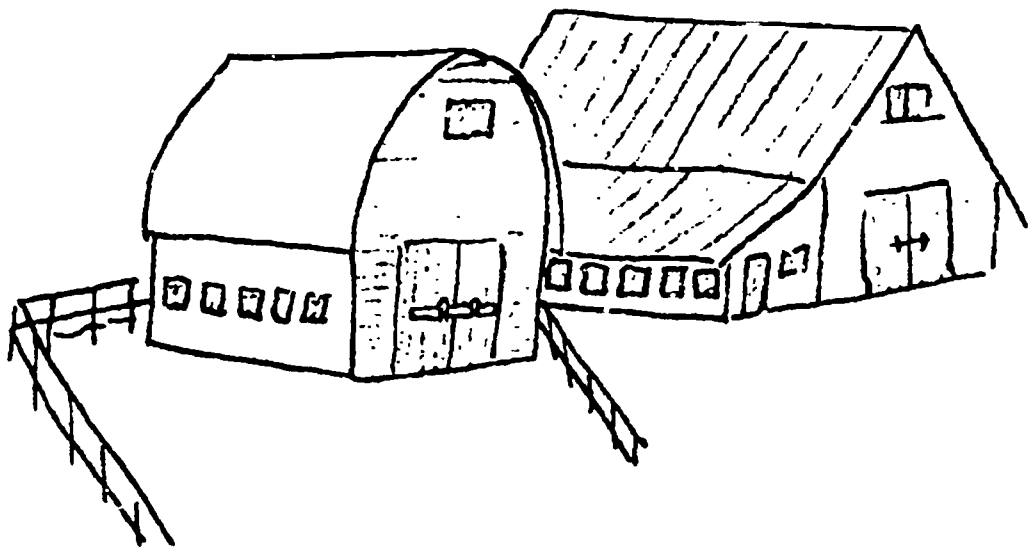
What is this?



What is this?

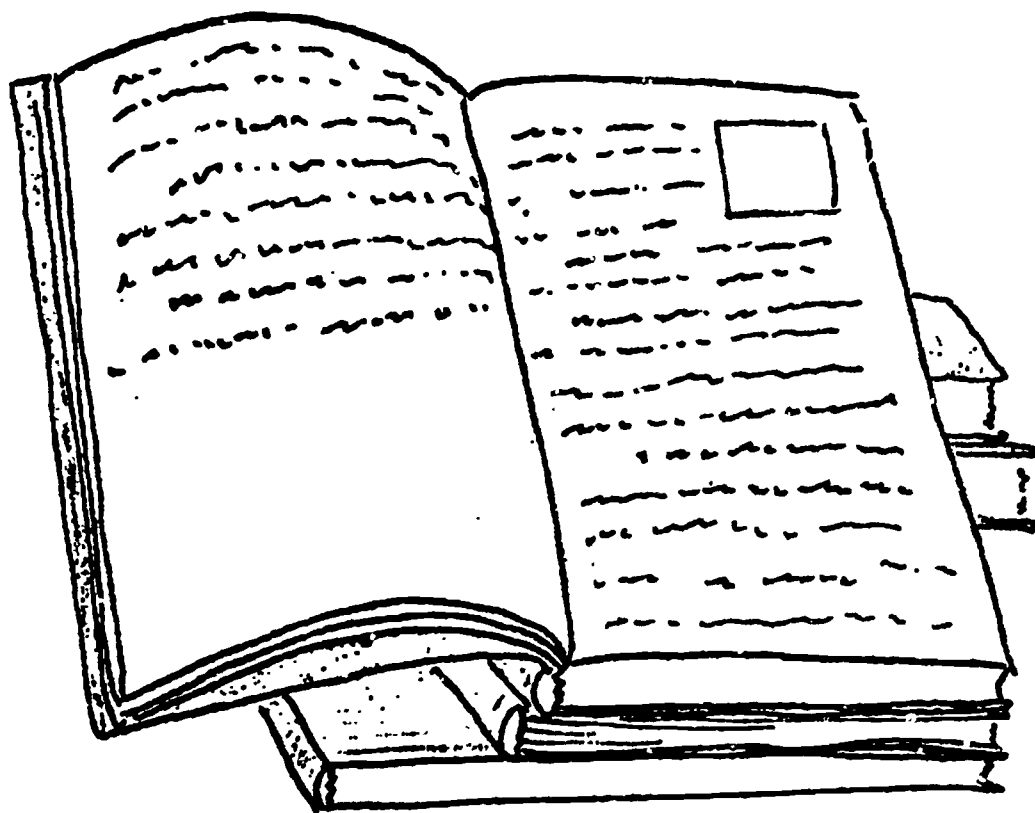
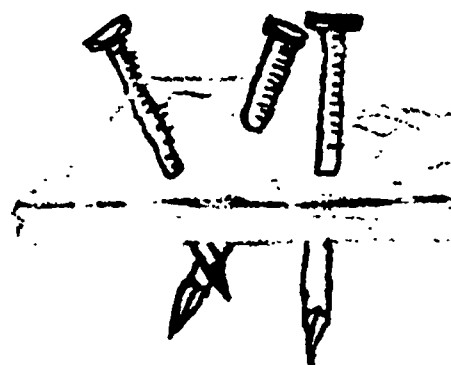
What is this?





What are these?

What are these:



What are these?

What are these?

